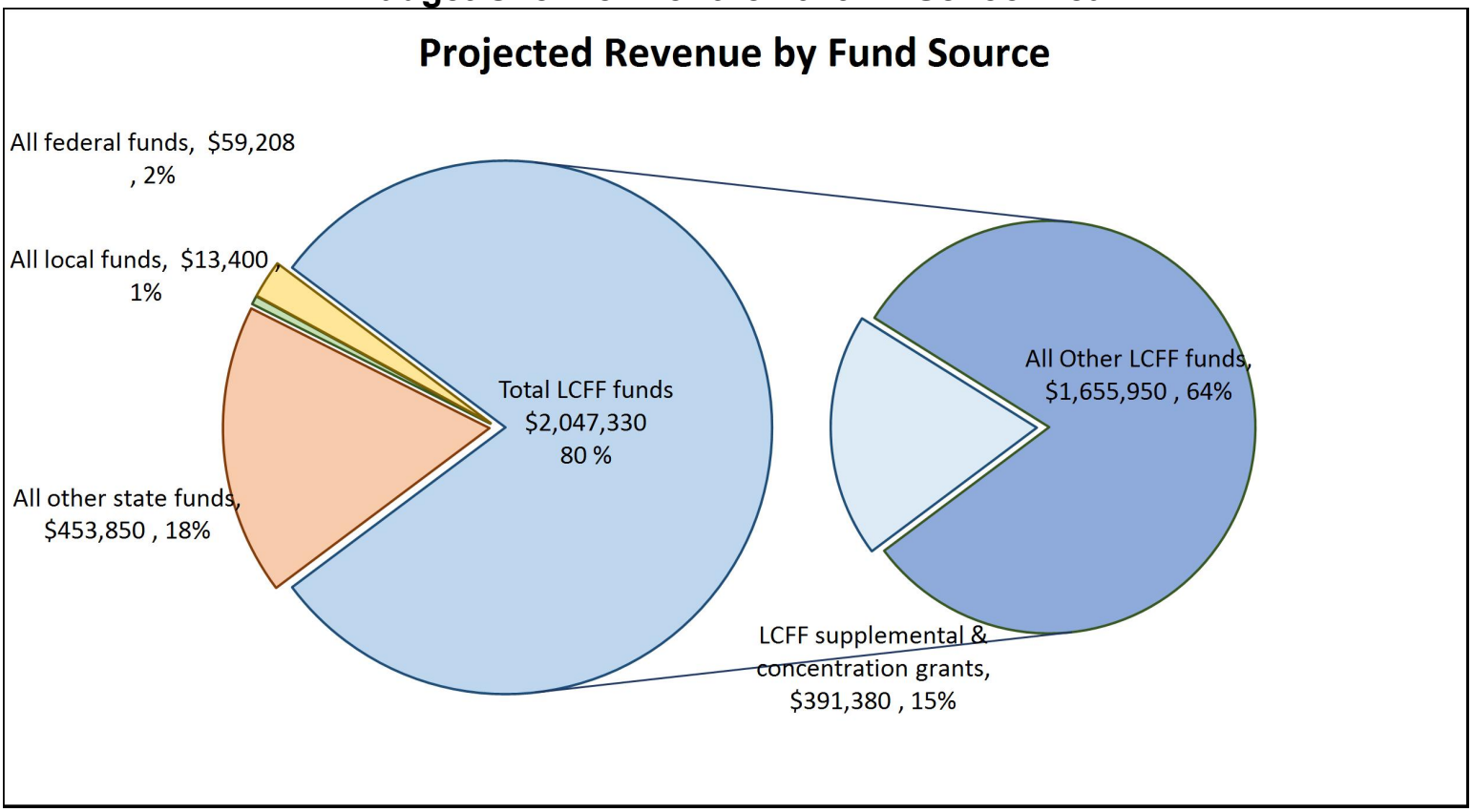
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: HomeTech Charter School
CDS Code: 04-61531-6112585
School Year: 2026-27
LEA contact information:
Julie Crandall
Principal/Superintendent
jcrandall@hometech.org
(530) 872-1171

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

Budget Overview for the 2026-27 School Year

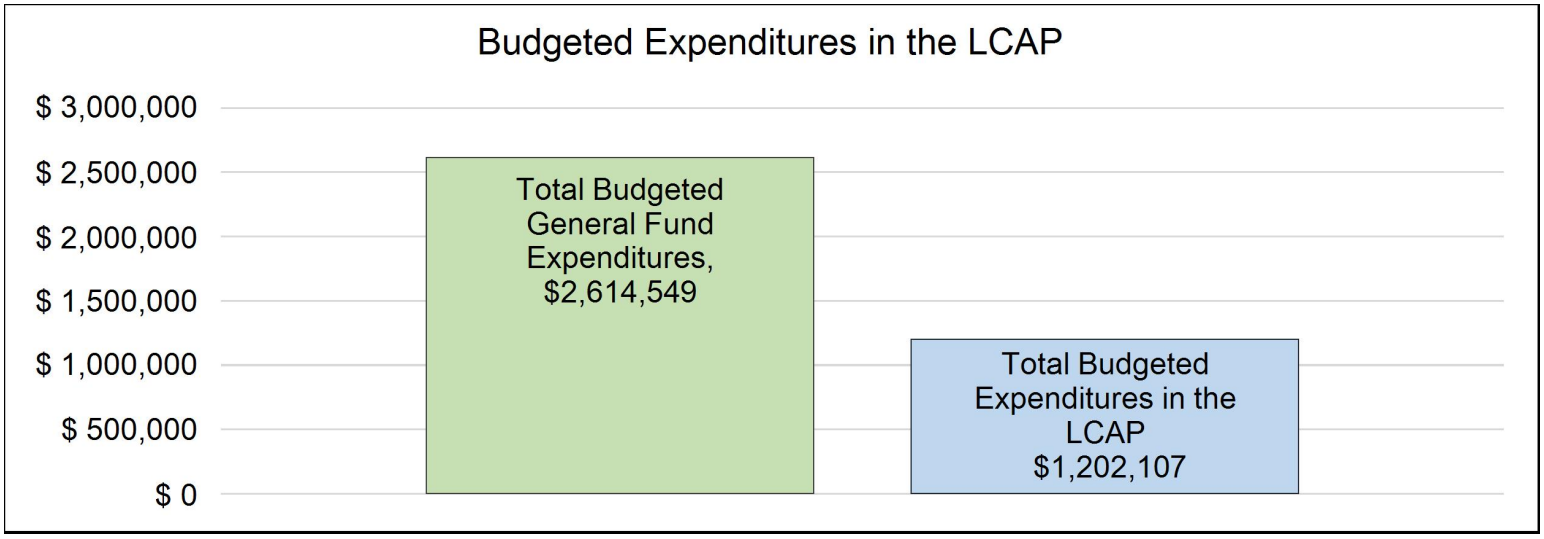


This chart shows the total general purpose revenue HomeTech Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for HomeTech Charter School is $2,573,788, of which $2,047,330 is Local Control Funding Formula (LCFF), $453,850 is other state funds, $13,400 is local funds, and $59,208 is federal funds. Of the $2,047,330 in LCFF Funds, $391,380 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 HomeTech 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: HomeTech Charter School plans to spend $2,6145,49 for the 2026-27 school year. Of that amount, $1,202,107 is tied to actions/services in the LCAP and $1,412,442 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

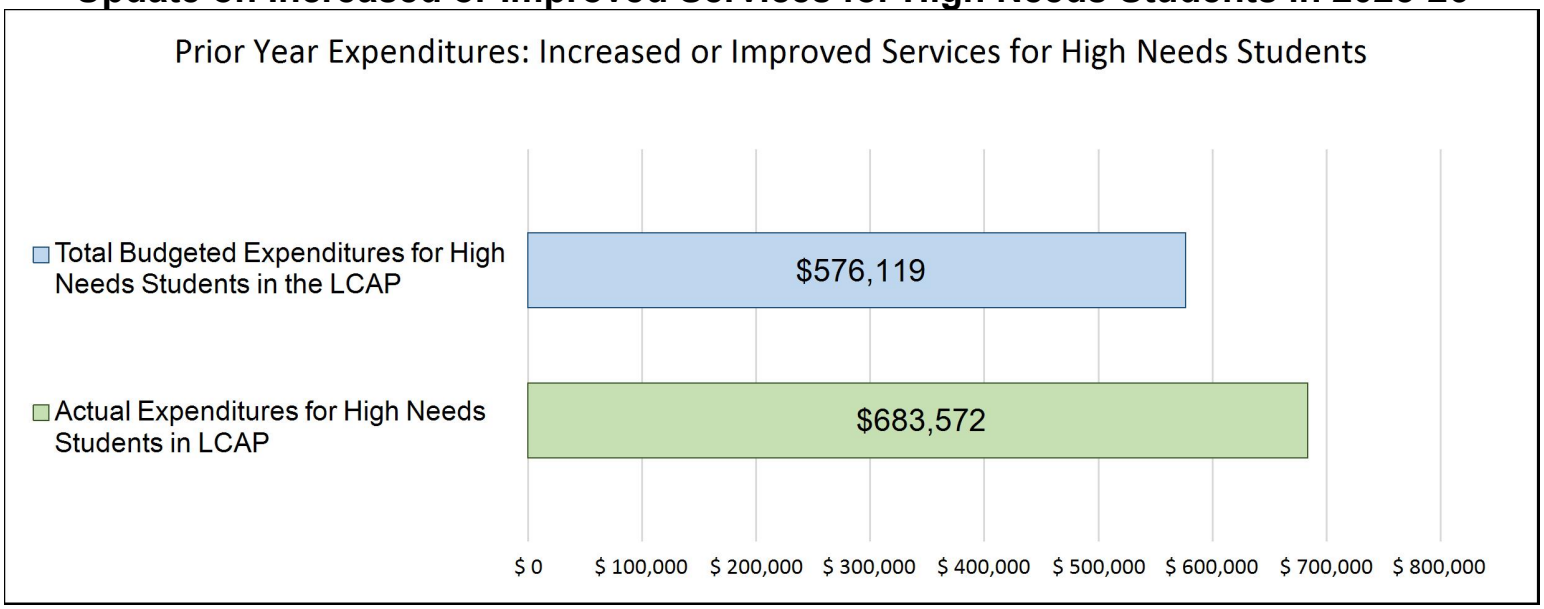
Expenditures not in the LCAP include administrative costs, routine operating costs and special education costs.

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

In 2026-27, HomeTech Charter School is projecting it will receive $391,380 based on the enrollment of Foster Youth, English learner, and low-income students. HomeTech Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. HomeTech Charter School plans to spend $651,973 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 HomeTech 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 HomeTech 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, HomeTech Charter School's LCAP budgeted $576,119 for planned actions to increase or improve services for high needs students. HomeTech Charter School actually spent $683,572 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
HomeTech Charter School	Julie Crandall Principal/Superintendent	jcrandall@hometech.org (530) 872-1171

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.

HomeTech Charter School is a DASS-qualified, personalized-learning public charter school accredited by WASC. It serves students from Paradise, Magalia, and neighboring communities. Founded in 1994 as a home-based model, HomeTech originally provided families with curriculum and a computer for at-home use. The school has since evolved into a unique program offering two distinct instructional options: hybrid and home study. The hybrid program combines direct classroom instruction with independent study, while the home study program supports fully independent learning with weekly meetings and progress monitoring by a dedicated Home Study Teacher.

Enrollment continues to grow, reaching approximately 145 students in Spring 2026. The student body is about 65% White and 25% Hispanic, with roughly 80% classified as low-income, 25% as students with disabilities, and 10% experiencing homelessness. Historically, about three-quarters of students participate in the hybrid model, receiving on-site instruction and support.

Despite challenges from the fire, the pandemic, and shifting demographics, state and local data show the learning community has emerged stronger. Staff work diligently to offer high-quality academic and elective offerings and provide targeted support services to meet students' evolving needs. This proactive commitment fulfills HomeTech's mission: to create a welcoming, engaging environment with flexible schedules, small classes, and caring staff that empowers every student to build confidence and thrive academically, socially, and emotionally.

HomeTech does not receive Equity Multiplier or Title I funding. HomeTech has not been identified for technical assistance under EC 52071. Approximately $1000 of LREBG funds will be carried forward to the 26-27 school year. An additional allocation of approximately $16,600

(final amount owed) is expected in 26-27. The required needs assessment can be found in the Reflection section of the LCAP, and the funding plan, including required rationale, metrics, expenditures, etc., is located in the Annual Update and Goal 1, Action 3. HomeTech will review the effectiveness of this LREBG-funded action in the 2027-28 LCAP, as required.

Reflections: Annual Performance

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

ANNUAL PERFORMANCE AND NEEDS ASSESSMENT
HomeTech Charter School's annual performance reflection is based on a comprehensive review of the California School Dashboard and other relevant local data, including input from educational partners. It highlights successes and challenges over the past year and outlines how HomeTech is responding to the identified needs, particularly for unduplicated student groups that the Dashboard identifies as experiencing lower outcomes. HomeTech maintains detailed backup documentation to support findings.

SUCCESSES
Several key areas show strong performance and improvement in the Year 2 Outcomes. Access to high-quality instructional materials (Metric 1.2), programs/services for unduplicated students and those with IEPs (Metric 1.4), and a broad course of study (Metric 1.12) remain at 100%, consistently meeting or exceeding targets with no change from baseline. Parent/guardian satisfaction reached 98% in both Year 1 and Year 2 surveys (Metric 1.7), well above the >85% target, with very high participation reflecting strong family engagement. The high school dropout rate decreased to 4% overall (Metric 1.11), meeting the <5% target, with reductions across most student groups (e.g., low-income students to 4% and students with disabilities to 3%). The percentage of students earning one or more Fs on report cards dropped to 25% (Metric 1.13), a 7% decrease from the prior year and moving closer to the <20% target. Local assessments demonstrated gains: STAR Reading increased to 58% at/above standard (up 14% overall, with similar gains across student groups, including students classified as low-income, students with disabilities, and Hispanic students), and STAR Math rose to 44% (up 25% overall), nearing or meeting targets of 55% and 40%, respectively, with annual growth of +0.8 grade equivalency. DIBELS early literacy improved 11% to 32% at/above benchmark (Metric 1.15), approaching the 35% target. The 4/5-year graduation rate increased overall by 10% from baseline to 73% (Metric 1.10), with low-income students up 4%, and the 1-year rate rose 3% to 80% (Metric 1.16), progressing toward >85%. a-g completion doubled to 6% (Metric 1.8), exceeding the >5% target. Dropout rates for students with IEPs remained low (nominal change, met <3% goal) (Metric 1.18).

CHALLENGES
Challenges persist in ensuring consistent academic proficiency, attendance, and outcomes across student groups. CAASPP ELA proficiency rose modestly to 22% overall (up 2% from baseline), with gains for students classified as low-income (23%) and Hispanic students (21%), while math increased more substantially to 18% (up 13% overall, with strong gains for students with disabilities at 21%). Both areas indicate the need for continued strengthening of instructional systems to meet the Year 3 targets of 30% in ELA and 15% in math. CAST science dipped initially but recovered to 20% (up 3% overall), with mixed results across student groups (e.g., students classified as low-income up 4%, White students down 9%). Attendance declined to 85% overall (down 9% from baseline), falling short of the 95% target, with chronic absenteeism rising to 23% (up 5–9% overall). The most significant impact was seen among Hispanic students (35%) and students classified as low-income (27%), exceeding the <10% target and signaling a need for deeper engagement and access to systems. Middle school dropout reflected the impact of a single student's disengagement, but returned to 0% in Year 2. High school dropout rates highlighted the need for strengthened retention systems. College preparedness (EAP) showed ELA fluctuations (down to 26%) and math gains (to 11%), though applicability is limited for DASS schools. Credentialed teachers dropped to 52% (Metric 1.3), though reporting issues (e.g., flexibility

under EC 44865) complicate direct comparison to the 100% target. EL progress remains unreportable due to too few students (Metric 1.5). Overall, accelerating academic growth, improving attendance, and closing opportunity and outcome gaps for student groups such as students classified as low-income, Hispanic students, and White students require intensified focus to meet Year 3 targets.

2023 RED INDICATOR REQUIREMENT (REMAINS UNCHANGED FOR THREE-YEAR CYCLE)
As required, based on the 2023 Dashboard, which will remain unchanged during the three-year LCAP cycle, HomeTech identified the following:
-HomeTech Charter School received the lowest performance level (red) on ELA and Math state indicators.
-Student Group within the LEA: The Dashboard identified White students as experiencing the lowest performance level (red) on ELA and Math state indicators.

2025 RED INDICATOR COMPARISON
No red indicators are reported on the Spring 2025 Dashboard.

ADDRESSING IDENTIFIED NEED
HomeTech remains dedicated to continuous improvement and, based on reflections with educational partners, their input, and recent data outcomes, will continue to strengthen academic growth, student engagement, and schoolwide systems to ensure that all students, especially White students and students classified as low-income, receive the support needed to succeed. The school will monitor progress through ongoing data analysis and maintain a strong focus on literacy, mathematics, student agency, and a positive, supportive school environment. HomeTech will also continue refining attendance practices and family engagement to address chronic absenteeism and ensure that every student experiences a safe, connected, and purposeful learning environment. These efforts provide the foundation for the school's priorities in 2026-2027.

NEXT STEPS: 2026-2027
Based on reflections with educational partners, their input, and recent data, HomeTech Charter School enters the 2026-2027 school year with renewed momentum, building on gains in local assessments, graduation rates, and family satisfaction. Attendance and select state outcomes require continued attention, but the absence of red indicators on the Spring 2025 Dashboard confirms progress in targeted areas.

1. High-Quality Instruction, Standards Work, and Academic Supports
-Sustaining high-quality instruction and broad course access
-Continuing data analysis and essential standards work, including regular data chats with students, mailing home STAR scores with math/reading intervention recommendations (K-8), and expanding literacy plans to include grades 9–12
-Building in more packet class support opportunities and additional content-specific classes to support students with IEP-identified learning needs
-Expanding tiered supports, including tutoring, credit recovery, and SAI support classes with clear goals and greater access to the general education curriculum. Additional opportunities for virtual study hall and community-based academic meetings will be explored.

2. Student Well-Being, SEL, and Positive School Culture
-Strengthening SEL and positive culture with a .6 FTE counselor and .4 FTE community schools coordinator supporting SEL, attendance, family connection, and resource outreach

-Ensuring a more consistent administration of the student climate survey to more reliably determine student needs

3. Family Engagement, Access, and Transition Supports
-Planning the implementation of a transition open house for incoming families, with full implementation in 2027-28.

Aligned with LCAP and WASC goals, these efforts will refine targeted support for all students, ensuring continued growth in skills, confidence, and success within our flexible, caring environment. Staff remains optimistic and fully committed to this path of steady improvement, poised to deliver even stronger outcomes for students, families, and our community.

Reflections: Technical Assistance

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

TECHNICAL ASSISTANCE
HomeTech Charter School has not been identified for or requested technical assistance.

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.

HomeTech Charter School has not been identified for Comprehensive Support and Improvement (CSI) under the Every Student Succeeds Act.

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

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
ADMINISTRATOR AND BOARD OF DIRECTORS	1. The Principal/Superintendent gathers and reports data annually to the Advisory Council and the Board, including, at a minimum, A CA Dashboard presentation, climate survey results, a Mid-year LCAP update, and staff PD survey results. 2. The Principal/Superintendent prepares monthly board updates before each meeting. These updates include continuous improvement, professional development efforts, and data and survey results. 3. The Advisory Council and Board receive a Mid-Year Update on LCAP implementation and effectiveness each winter. 4. Each spring, the HomeTech Principal/Superintendent, Advisory Council, and Board of Directors review existing LCAP goals and educational partner input and provide input on proposed goals and actions. Input is collected. 5. A public hearing on the proposed LCAP and budget is held during the regularly scheduled June Board meeting. The public is allowed to comment. The LCAP and budget are adopted at a subsequent June Board meeting.
TEACHERS	1. Data is reviewed, and input is elicited during weekly staff meetings. 2. HomeTech administers a Staff Climate Survey each winter.

Educational Partner(s)	Process for Engagement
	3. Staff provide input per grant RFA requirements (e.g., Community Schools' Grant) as opportunities become available. 4. Mid-year LCAP data is shared with staff, and input is solicited on goals and actions. 5. Implementation and effectiveness of the school action plan are discussed during regularly scheduled and protected staff professional development and workdays.
OTHER SCHOOL PERSONNEL	Due to small staffing, other personnel attend the staff meetings as teachers. All of the same input is elicited as in the teacher section above.
PARENTS/GUARDIANS	1. Parent input is solicited via winter surveys, with links distributed electronically to encourage greater participation. Teachers also provide access to the survey at first-semester conferences. 2. Parents provide input per grant RFA requirements (e.g., Community Schools' Grant) as opportunities become available. 3. Parents provide input to HomeTech staff during regularly scheduled independent study meetings, semester conferences, and email/text communication. 4. Parents provide input through the Charter Advisory Council.
STUDENTS	Student input is solicited via electronic surveys administered each winter. Surveys are administered during class time or during weekly Home Study meetings. Students can also provide input through the Charter Advisory Council.
CHARTER ADVISORY COUNCIL	HomeTech implemented a Charter Advisory Council in 24-25. Four meetings are held each year (two in the fall and two in the spring), culminating in the governing board's annual adoption of the LCAP in the spring. Meeting agendas address continuous improvement efforts: Progress monitoring, implementation, and effectiveness of school plans, monitoring data, and providing input into the decision-making process.

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

The feedback from HomeTech educational partners directly informs goals, metrics, actions, and budgeted expenditures. Below is a description of how the engagement process influenced the 'next steps' identified in the Reflection section of this LCAP, ensuring that system-

level decisions reflect the perspectives and priorities shared by educational partners.

GOALS INFLUENCED BY FEEDBACK
Goal 1
Educational partners consistently identified academic support as the highest priority. The Charter Advisory Council affirmed the effectiveness of current instructional strategies and emphasized the need to sustain and refine these systems through clear processes and shared leadership. Their feedback reinforced the need to:

- Strengthen data-driven practices, including essential standards work, regular data chats, and clear communication of STAR results to families.
- Expand literacy and intervention supports across grades K-12.
- Increase packet-class and content-specific access for students with IEP-identified learning needs.
- Broaden tiered academic interventions (tutoring, credit recovery, and SAI classes) with clearer goals and stronger alignment to general education.

The CAC also highlighted the importance of improving accessibility and motivation within intervention models. Their recommendations will guide refinements to tutoring structures and the delivery of academic support in 2026-27.

Goal 2
Parents, students, staff, and the Charter Advisory Council expressed strong appreciation for HomeTech's caring environment, safety, and connectedness. Their feedback supported continuing climate-focused actions while expanding SEL and engagement systems. Input emphasized the need to:

- Strengthen SEL, attendance, and family connection through the .6 FTE counselor and .4 FTE community schools coordinator.
- Improve consistency in administering the student climate survey to better identify student needs.

-Plan and phase in a transition open house for incoming families to support smoother onboarding and stronger early engagement.

Educational partners also encouraged increasing the number of family-oriented academic events, expanding hands-on classroom learning, and reducing reliance on weekly packet work to boost engagement and attendance. Although there are resource limitations, these recommendations informed adjustments to next-year actions and helped identify priorities for the upcoming three-year LCAP cycle.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Create engaging, consistent, and rigorous learning environments that support increases in student achievement.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

WHAT HOMETECH PLANS TO ACHIEVE
HomeTech staff agrees students need positive reasons to come to school and work toward academic achievement (e.g., extracurricular options that provide engagement and connectedness).

Students need to be met at their academic level without sacrificing academic rigor and accountability. Staff must use data to inform instruction and decision-making, and continue to use support classes, such as Advisory, to match students with caring adults who will ensure they receive academic interventions (ELA and math) and social-emotional support. Staff is committed to having ongoing honest conversations with families to address learning loss and the need for intervention, goal setting, and conducting data chats with students so they become aware of their own needs. Low-income students are significantly behind their peers in math proficiency and should be a focus of data discussions and decisions.

HomeTech staff agrees there is a significant need for transition support. This support begins with identifying and removing barriers that prevent all students from graduating and becoming college- and/or career-ready. This work might start with outreach to parents, asking them to help staff identify barriers and follow up with a robust tiered system of support, including academic interventions, K-6 ELA and math workshops, and placing high school students on an a-g track for graduation, providing trade/skill-based education, and ensuring early identification of students potentially on a college track so all students are exposed to a variety of post-secondary options.

EXPECTED OUTCOMES
As a result of effective implementation and ensuring basic conditions are met, HomeTech will see continued increases in local assessments, which will impact overall achievement on state assessments over time. Additionally, HomeTech anticipates continued positive feedback from

parents and guardians and, by engaging students in their learning, strives to increase attendance and graduation rates and decrease dropout rates. Finally, HomeTech will support college career preparedness by helping students enroll in A-G and college courses. HomeTech is monitoring its capacity to implement a CTE Pathway.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of students proficient on the CAASPP ELA % of students proficient on the CAASPP math % of students proficient on the CAST Priority 4a Source: DataQuest/ CDE Test Results	Spring 2023 Overall ELA: 20% Student Groups Low income:21% Disabilities: Too few to report Hispanic: Too few to report White: 21% Overall math: 5% Student Groups Low income: 5% Disabilities: Too few to report Hispanic: Too few to report White: 5% Overall CAST: 17% Student Groups Low income: 16% Disabilities: Too few to report Hispanic: Too few to report	Spring 2024 Overall ELA: 20% (no change) Student Groups Low income: 22% (+1%) Disabilities: 7% Hispanic: 18% White: 20% (-1%) Overall math: 10% (+5%) Student Groups Low income: 10% (+5%) Disabilities: 7% Hispanic: 18% White: 5% (no change) Overall CAST: 13% (-4%) Student Groups Low income: 11% (-5%) Disabilities: 8% Hispanic: Too few to report White: 14% (-5%)	Spring 2025 Overall ELA: 22% Student Groups Low income: 23% Disabilities: 7% Hispanic: 21% White: 18% Overall math: 18% Student Groups Low income: 17% Disabilities: 21% Hispanic: 7% White: 18% Overall CAST: 20% Student Groups Low income: 20% Disabilities: 27% Hispanic: 27% White: 10%	30% of students will be at or above standards-SBAC ELA 15% of students will be at or above standards-SBAC math 23% of students will be at or above standards on CAST Student Groups Low income: within 5% of other groups Disabilities: within 10% of other groups Hispanic: within 5% of other groups White: within 5% of other groups	ELA: Increased 2% and maintained among reported groups Math: increased 13% overall and more than 10% among reported student groups CAST: Increased 3% overall; low income increased 4% and White students declined by 9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White: 19%				
1.2	% of students with sufficient standards-aligned materials Priority 1b Source: Local Inventory	2023-2024 100% of students have access to high-quality instructional materials	Fall 2024 100% of students have access to high-quality instructional materials Spring 2025 100% of students have access to high-quality instructional materials	Spring 2026 100% of students have access to high-quality instructional materials	100% of students will have access to high-quality instructional materials	No Change- Met Goal
1.3	% of appropriately assigned and credentialed teachers Priority 1a Source: CALSASS	2022-2023 100% of staff are appropriately assigned and credentialed.	Fall 2024 100% of staff are appropriately assigned and credentialed.	Fall 2025 52% of teachers are appropriately assigned and credentialed as now reported on the CA Dashboard	100% of staff will be appropriately assigned and credentialed.	The difference cannot be calculated due to reporting discrepancy; however, data does not account for credentialing flexibility with teacher consent under EC 44865.
1.4	Programs and services for unduplicated students and students with IEPs Priority 7b/7c Source: SIS/Local tracking	2023-2024 100% of students classified as unduplicated or students with special needs have access to all programs and services offered to enrolled HomeTech students as measured by the UCP.	Fall 2024 100% of students classified as unduplicated or students with special needs have access to all programs and services offered to enrolled HomeTech students as	Fall 2025 100% of students classified as unduplicated or students with special needs have access to all programs and services offered to enrolled HomeTech students as	100% of students classified as unduplicated or students with special needs will have access to all programs and services offered to enrolled HomeTech students as	No Change- Met Goal

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			measured by the UCP.	measured by the UCP.	measured by the UCP.	
1.5	% of EL students making at least one year's progress % reclassified ELs Priority 4e/4f Source: Dashboard ELPI & DataQuest	2023-2024 No students enrolled as EL	Fall 2024 Too few to publicly report	Fall 2025 Too few to publicly report	100% of ELs will make at least one year's progress toward English proficiency. There are too few students in this student group to report publicly.	No Data
1.6	College ELA and math Preparedness (EAP) Priority 4g/4h Source: DataQuest 11th grade test results	Spring 2023 ELA 30% Conditionally Prepared/Prepared Math 0 Conditionally Prepared/Prepared	Spring 2024 ELA 19% Conditionally Prepared/Prepared Math 4% Conditionally Prepared/Prepared	Spring 2025 ELA 26% Conditionally Prepared/Prepared Math 11% Conditionally Prepared/Prepared	>35% of students will be Conditionally Ready or Ready for college-level ELA courses >5% of students will be Conditionally Ready or Ready for college-level math courses College assessments are not applicable to DASS schools	ELA decreased by 4% Math increased by 11%
1.7	Annual parent input satisfaction/participation Priority 3a-3c Source: Local Survey Results & Committee Rosters	2023-2024 93% of parents/guardians responding to the annual survey are satisfied with HomeTech.	2024-2025 98% of parents/guardians responding to the annual survey are satisfied with HomeTech (Very high participation).	2025-2026 98% of parents/guardians responding to the annual survey are satisfied with HomeTech (Very high participation).	Maintain >85% of students/parents/ guardians indicating they are satisfied with HomeTech.	Increased by 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	% completion a-g requirements Priority 4b-4d Source: CA Dashboard Additional Reports	Spring 2023 0% completion rate	Spring 2024 3% completion rate (+3%)	Spring 2025 6% completion rate	>5% will complete a-g requirements Student Groups Low income: within 2% of overall Disabilities: within 2% of overall Hispanic: within 2% of overall White: within 2% of overall	Increased by 6%
1.9	Attendance % K-12 Chronic absentee % Priority 5a/5b Source: SIS/DataQuest	2022-2023 Attendance Overall: 93% (+9%) Student Groups Low income: 91% (+9%) Disabilities: 95% (+3%) Hispanic: 89% (+8%) White: 94% (+9%) Chronic Absenteeism Overall: 14% (-9%) Student Groups Low income: 16% (-13%) Disabilities: 21% (-9%) Hispanic: 27% (no change) White: 9% (-18%)	Spring 2024 Attendance Overall: 88% (-5%) Student Groups Low income: 86% (-5%) Disabilities: 87% (-8%) Hispanic: 91% (+2%) White: 87% (-7%) Homeless: 69% (-20%) Spring 2024 Chronic Absenteeism Overall: 23% (+9%) Student Groups Low income: 27% (+11%)	Spring 2025 Attendance Overall: 85% Student Groups Low income: 82% Disabilities: 89% Hispanic: 86% White: 84% Homeless: 80% Spring 2025 Chronic Absenteeism Overall: 19% Student Groups Low income: 19% Disabilities: 22% Hispanic: 35% White: 11%	At least 95% attendance rate <10% chronic absenteeism rate Student Groups Low income: within 5% of overall Disabilities: within 5% of overall Hispanic: within 5% of overall White: within 5% of overall	Attendance decreased by 9% overall; student groups were within +/- 5%. Chronic absenteeism increased by 5% overall; student groups are within +/-5%, except Hispanic which increased 8%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Disabilities: 17% (-4%) Hispanic: 19% (-8%) White: 23% (+14%)			
1.10	4/5-year graduation rate Priority 5e Source: CA Dashboard	Spring 2023 Overall: 63% (new 4/5 year baseline) Student Groups Low-income: 64% Disabilities: Too few to report Hispanic: Too few to report White: 75%	Spring 2024 Overall:76% (+13%) Student Groups Low-income: 77% (+13%) Disabilities: Too few to report Hispanic: Too few to report White: 79% (+4%)	Spring 2025 Overall:73% Student Groups Low-income: 68% Disabilities: Too few to report Hispanic: Too few to report White: 75%	Maintain a target 4/5 year graduation rate of >80% Student Groups Low-income: close the gap by the same % as overall. Disabilities: Close the gap by the same % as overall. Hispanic: Close the gap by the same % as overall. White: Close the gap by the same % as overall.	Increased 10% overall Low-income increased by 4%
1.11	Middle school dropout rates High school dropout rates Priority 5c/5d Source: DataQuest	Spring 2023 Middle School: 0 High School Overall: 8% (-3%) Student Groups Low income: 10% (-2%) Disabilities: 0% (-5%) Hispanic: 12% (-6%) White: 6% (-5%)	Spring 2024 Middle School: 7% (+7%) High School Overall: 5% (-3%) Student Groups Low income: 6% (-4%) Disabilities: 0% (no change)	Spring 2025 Middle School: 0 High School Overall: 4% Student Groups Low income: 4% Disabilities: 3% Hispanic: 3% White: 3%	Middle school dropout 0% High school dropout <5 % Student Groups Low income: within 5% of overall Disabilities: within 5% of overall Hispanic: within 5% of overall	MS: Maintained/Met Goal HS: Decreased 4%/Met Goal Decreased for most student groups

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic: 11% (-1%) White: 3% (-3%)		White: within 5% of overall	
1.12	Broad Course of Study Percentage of 6-12 students with access to a broad course of study Priority 7a Source: SIS	2023-2024 100% of students have access to a broad course of study.	Fall 2024 100% of students have access to a broad course of study. Spring 2025 100% of students have access to a broad course of study.	Spring 2026 100% of students have access to a broad course of study.	100% of enrolled students will have access to a broad course of study. Student Groups Low income: within 5% of overall Disabilities: within 5% of overall Hispanic: within 5% of overall White: within 5% of overall	No Change- Met Goal
1.13	# of Fs on S1/S2 Report Cards ELA Math Priority 8 Source: SIS	Fall 2023 32% of students earned one or more Fs on their report card.	Fall 2024 35% of students earned one or more Fs on their report card.	Fall 2025 25% of students earned one or more Fs on their report card.	Students receiving one or more 'Fs' will be reduced to <20%	Decreased by 7%
1.14	Local assessment measures Reading Math Source: Tracked Locally	Fall 2023 STAR Reading Overall: 44% Low Income: 42% White: 46% STAR Math Fall 2023 Overall: 33% Low Income: 33% White: 37%	Fall 2024 Meeting/Exceeding Standard STAR Reading Participation Rate: 74% Overall: 49% Low Income: 55% White: 47% Disabilities: 35% Hispanic: 61%	Fall 2025 Meeting/Exceeding Standard STAR Reading Participation Rate: 77% Overall: 58% Low Income: 58% White: 61% Disabilities: 57% Hispanic: 59%	At least 55% of students will be at or above standard-Local STAR reading assessment. At least 40% of students will be at or above standard-Local STAR math assessment.	Reading increased 14%; student groups increased at similar rates Math increased 25% overall; student groups increased at similar rates.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Annual Growth: TBD Spring 2024	STAR Math Fall 2024 Participation Rate: 77% Overall: 40% Low Income: 40% White: 36% Disabilities: 39% Hispanic: 36% Most Recent Annual Growth (Spring 2024) +.2 grade equivalency growth	STAR Math Fall 2025 Participation Rate: 85% Overall: 44% Low Income: 46% White: 42% Disabilities: 41% Hispanic: 42% 2025 Annual Growth +.8 grade equivalency growth	HomeTech's annual growth measure will be >.9.	
1.15	Local early literacy measure used K-8 (DIBELS) Priority 8 Source: Tracked Locally	Winter 2023 21% of students administered DIBELS were at or above benchmark.	Winter 2024 32% of students administered DIBELS were at or above benchmark Fall 2024 29% of students administered DIBELS were at or above benchmark.	Winter 2025 32% of students administered DIBELS were at or above benchmark Fall 2025 29% of students administered DIBELS were at or above benchmark.	At least 35% of students will be at or above benchmark on DIBELS gr K-6	Winter assessment increased 11% overall
1.16	1-Year Grad Rate Priority 8 Source: CA Dashboard	Spring 2022 Overall 77% (no change)	Spring 2024 Overall 87% (no change) Low Income: 87% (+4%) White 93% (+5%)	Spring 2025 Overall 80% Low Income: 77% White 83%	The 1-year graduation rate for all students will increase to >85% on the CA Dashboard	Increased 3% overall

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.17	# / % of Students Completing College Credit Courses Priority 8 Source: CA Dashboard Additional Reports	Spring 2023 1 student	Spring 2024 1 student Spring 2023 Reporting Error 0 students	Spring 2025 0 students	Annually increase students completing college credit from 2022 baseline of 3 students (12%)	Nominal change from baseline
1.18	Dropout Rate Students with IEPs Priority 8 Source: DataQuest	2022-2023 0 students with IEPs were reported as dropouts.	2023-2024 0 students with IEPs were reported as dropouts.	2024-2025 1 high school student with an IEP was reported as a dropout.	The dropout rate for students with IEPs will be maintained at <3%	Nominal change-Met Goal
1.19	State Standards Implementation: Instructional Materials EL Access to State and ELD standards (avg of 3 ELD scores) Priority 2a/2b Source: LI Self-Reflection Tool			Spring 2026 Instructional Materials: 3.4 points on a 5-point scale EL Access: 1 point on a 5-point scale based on demographic population served.	On a 5-point self-reflection tool maintain at least a 4 as relevant to the program and population served.	Change from 2023 Baseline Instructional Materials: Decreased by .6 as a result of updates to accurately reflect the EL program. EL Access: Decreased from 2.3 as a result of updates to accurately reflect the program.
1.20						

Goal Analysis [2025-26]

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

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

PROGRESS SUMMARY
HomeTech is making steady progress in implementing the actions for Goal 1. All actions have been implemented. There are no substantive differences from what was originally planned.

SUCCESSES
Key successes include completing the K-6 math curriculum expansion with the Bright Thinker pilot and non-tech options to increase rigor and standards alignment; advancing the K-6 literacy plan with evidence-based interventions (UFLI for K-6, Lexia PowerUp piloted and implemented as appropriate, Lexia CORE 5 for K-5); and actively using assessment data analysis to inform weekly 1:1 and small-group tutoring and to adjust interventions as needed. Essential 25-26 ELA Anchor Standards are identified with vertical articulation underway (full implementation targeted for Fall 2026), and special education efforts are progressing through local procedure development, supplemental materials ordering, and staff PD. Student/parent communication improvements are underway through goal-setting, progress monitoring, data chats, and close monitoring of coursework for students with IEPs. Math/science course alignment continues, and a math pilot is active in Spring 2026.

CHALLENGES
Challenges include minor variations in how stability, graduation, college-career, and dropout data are analyzed by trends and by student groups with more than 10 students; difficulty maintaining the school counselor position (with a repost planned for 2026-27); and the absence of grade-level transition support or a high school open house this year. Additionally, audit requirements continue to expand, and some staff time that would typically support continuous improvement is being redirected toward meeting compliance requirements. As a result, staff have not yet been able to engage with data trends or complete the essential anchor standards work in the level of detail originally planned.

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

There are no material differences between projected and estimated actual expenditures.

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

GOAL 1: OVERALL EFFECTIVENESS
Goal 1 actions have shown mixed but meaningful effectiveness in producing targeted results toward increased student achievement, particularly in local assessments, math proficiency, graduation pathways, and reduction in failing grades. Progress is strongest where actions directly align with data-driven instruction, tiered interventions, and curriculum alignment, making these strategies easier for staff and families to understand and monitor.

Curriculum Alignment, Data Systems, and Tiered Supports

Actions 1.1, 1.3, and 1.4; Applicable Metrics: 1.1, 1.8, 1.13, 1.14
Benchmark assessments, data analysis, on-site credit recovery, tutoring, the literacy plan, math support classes, staffing for small ratios, and instructional materials have been highly effective in driving gains on local assessments and in math proficiency. STAR Reading proficiency rose 14 percentage points to 58% (meeting the 55% Year 3 target), with student groups (students classified as low-income 58%, White students 61%, students with disabilities 57%, Hispanic students 59%) improving at similar rates. STAR Math proficiency increased to 44% (exceeding the 40% target), and annual growth reached +0.8 grade equivalency (approaching the >0.9 target). CAASPP math proficiency increased 13 percentage points overall to 18% (surpassing the 15% Year 3 target), with notable gains for student groups (students with disabilities rose to 21%). CAST science recovered to 20% (+3%). The number of students earning one or more Fs dropped 7 points to 25% (progress toward <20%). A-G completion doubled to 6% (exceeding the >5% target). These results directly correlate with the consistent administration of benchmarks (participation 77–85%), data analysis, weekly 1:1 and small-group tutoring, the K-6 literacy plan (UFLI/Lexia), on-site math support, and credit recovery, and demonstrate that the tiered system and curriculum rigor strategies are helping close opportunity gaps and accelerate growth in math and other local measures.

Engagement, Transitions, and Counseling Supports
Action 1.2; Applicable to Metrics 1.9, 1.10, 1.11
The hybrid/independent study options, grade-level transition supports, college and career exposure, FAFSA assistance, and part-time/full-time counselor and SEL support have been effective for graduation and retention outcomes. The 4/5-year graduation rate rose 10 percentage points overall to 73% (on track toward >80%), with students classified as low-income up 4 points to 68%. The high school dropout rate fell to 4% (meeting <5%), and the middle school dropout rate returned to 0%. However, these actions have not yet reversed declines: attendance has dropped 9 points to 85%, below the 95% target, and chronic absenteeism has risen to 19%, above the <10% target. Chronic absenteeism is highest among Hispanic students (35%) and students classified as low-income (27%). This indicates that while engagement strategies support pathway completion and reduce dropout rates, additional focus is needed to consistently re-engage students and improve daily attendance. HomeTech anticipates improved rates following the 2025-26 school year as additional staff support this effort.

Special Education Implementation
Action 1.5; Applicable to students with disabilities data in Metrics 1.1, 1.10, 1.11, 1.18
Hiring special education staff, developing local procedures, providing materials, and delivering professional development have been effective in maintaining full access (Metric 1.4 at 100%) and in supporting student group outcomes where data are available. Math proficiency for students with disabilities reached 21%, science (CAST) 27%, and the dropout rate for students with disabilities remained nominal (one student, still meeting <3%). Graduation and dropout rates for students with disabilities are closing or stable, reflecting steady progress in implementation, especially as HomeTech transitioned special education services from district-provided support to internally provided services and implemented substantial internal supports throughout the transition period.

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

No changes were made to this goal. HomeTech added a metric for Priority 2, which has been tracked each year internally but was inadvertently omitted from LCAP reporting. HomeTech made updates to Action 1.3 to address LREBG funds that were not awarded at the time of the previous LCAP adoption. Initial Learning Recovery Emergency Block Grant (LREBG) funding was fully expended; however, the

state awarded $8300 after the start of the 2025-26 school year. HomeTech expended approximately $7,000 of these funds in 25-26, as described under Goal 1, Action 3. Additional required language is located in the General Information section.

No actions were identified as ineffective over the three-year period; therefore, changes focused on strengthening implementation clarity and aligning actions more tightly with the needs assessment rather than replacing or discontinuing strategies.

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	Systems to Increase Achievement	To enhance student achievement through continuous improvement, implement systems that: a. Administer local benchmark assessments three times yearly with at least 85% participation, using strategic scheduling, incentives, student prioritization, and family communication. b. Maintain a local data tracking system, monitored by the Charter Advisory Council for implementation and effectiveness. c. In PLCs: -Analyze assessment data to monitor growth, adjust instruction, and identify students needing support. -Review stability, graduation, college/career, and dropout data for trends and groups of =10 students to guide planning. d. Adopt 25-26 ELA/history State Anchor Standards (math/science to follow in 26-27). e. Grades 9-12: Align math/science courses with local districts for 25-26 and pilot a math curriculum for 26-27. Grades K-6: Expand math curriculum to match state standards rigor and prepare for middle school. f. Utilize contracted services for administrative collaboration, achievement planning, and professional development.	$49,607.00	Yes
1.2	Systems to Increase Academic Engagement	To address low ELA and math achievement among low-income, White, and special education students and improve CA Dashboard scores, HomeTech will enhance student engagement and stabilize enrollment by:	$103,039.00	Yes

Action #	Title	Description	Total Funds	Contributing
		a. Offering independent study and hybrid learning options to provide flexible instructional choices. b. Supporting transitions through: -Grade-level transitions and a high school open house covering course placement, graduation requirements, expectations, and timelines. -Assisting with FAFSA/Dream Act applications. -Facilitating Butte College Reg to Go program participation. c. Providing college and career readiness exposure through field trips and guest speakers. d. Employing a part-time- to full-time school counselor to support academic planning, transitions, and coordinate interventions.		
1.3	Tiered System of Support	To improve ELA and math achievement for low-income and White students and close CA Dashboard gaps, HomeTech will strengthen its Tiered System of Support. The LREBG-identified components of this action directly address the annual needs assessment summarized in the Reflection section, which identified academic skill gaps and engagement challenges across student groups. As a non-classroom-based independent study program, HomeTech uses structured academic support, such as tutoring, packet-help classes, and individualized assistance, to ensure students complete their work, stay on pace, and make measurable progress. To accomplish this, HomeTech: a. Sustains on-site credit recovery programs. b. Prepares students for state assessments through in-class practice using released test questions and increased rigor. c. Improves communication with students and parents through goal setting, progress monitoring, and data chats. d. Maintains on-site math support classes to strengthen first instruction and close math achievement gaps (overall/low-income). e. Implements a K-6 literacy plan with evidence-based interventions (e.g., UFLI for K-6, Lexia PowerUp for grades 6-8). f. Monitors IEP work modifications and assignment completion in general education settings.	$313,660.00	Yes

Action #	Title	Description	Total Funds	Contributing
		g. Additionally, HomeTech uses approximately $8,000 from the LREBG fund for a credentialed teacher to continue Advisory and Packet Classes to support independent learning and to provide weekly 1:1 and small-group tutoring, adjusting interventions based on student needs. Research consistently shows that high-dosage tutoring, small-group instruction, and structured academic support accelerate learning, improve literacy and math outcomes, and increase course completion rates, particularly in independent study settings, where targeted guidance helps students stay on pace and make measurable progress. These evidence-based practices align with the LREBG's focus on closing learning gaps through expanded, data-driven academic supports. As noted in the Schoolwide Actions section of this LCAP, metrics used to determine the effectiveness of this LREBG action include graduation rate, attendance rate, and assessment scores. This action aligns with WASC VC Action Step 2.		
1.4	Implementation and Sustainability	Support the successful implementation and sustainability of Goal 1 actions by a. Maintaining sufficient staffing for a small student-teacher ratio to support Goal 1 actions (small ratios, qualified math teacher additional math support and caseload, etc.) b. Maintain supplemental vendor contracts and monitor staff/student use of online platforms, assistive tools, and supplemental standards-aligned materials to support increases in achievement. c. Professional development is addressed in 1.1. d. Use the HomeTech definition of rigor to align/improve instructional practices. * This Action (rigor) addresses WASC VC Action Step 1.	$101,366.00	Yes
1.5	Special Education Implementation	Implement the HomeTech special education program. a. Hire staff	$304,896.00	No

Action #	Title	Description	Total Funds	Contributing
		b. Develop local procedures (e.g., IEP process, service minutes, contracting with outside entities, etc.) c. Provide instructional and assessment materials d. Provide special education staff with professional development		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide students with a safe and supportive school environment that addresses and builds social, emotional, and mental wellness skills so students can successfully make grade-level, college, and career transitions.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

WHAT HOMETECH WILL ACHIEVE
HomeTech needs to stabilize enrollment by increasing communication that builds strong relationships among staff and with families and ensures students feel engaged, safe, and connected.

HomeTech staff and families agree students need refuge from the traditional school system as much as they need clear and consistent structures and expectations that support and meet them where they are social-emotionally (e.g., onsite classes, Advisory, tiered re-engagement, engaging elective options, counseling). Staff want to help students build trusting relationships and experience love, patience, and connectedness within the HomeTech learning community. With the right learning environment, students should build self-esteem, succeed more in difficult content areas where they might not usually persevere, and be better equipped to handle challenging situations.

EXPECTED OUTCOMES
As a result, HomeTech will see increases in favorable responses to the school climate surveys, increases to the stability rate and decreases in chronic absenteeism and suspension.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Suspension Rate priority 6a Source: DataQuest	2022-2023 0 suspensions	2023-2024 1% suspensions Groups	2024-2025 <1% suspension rate	The suspension rate will remain <3%	Met Goal Increased 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Low Income 1% White 1.6%	Groups Low Income <1% White 0	Student Groups Low income: within 5% of other groups Disabilities: within 5% of other groups Hispanic: within 5% of other groups White: within 5% of other groups	
2.2	Expulsion Rate Priority 6b Source: DataQuest	2022-2023 0 expulsions	2023-2024 0 expulsions	2024-2025 0 expulsions	The expulsion rate will remain <1%	No Change- Met Goal
2.3	Annual Facility Inspection (FIT) Priority 1c	2023-2024 Facilities in 'good' repair	Fall 2024 Facilities in 'exemplary' repair	Fall 2025 Facilities in 'good' repair, although there were no notable differences from the previous year	School facilities will remain in ‘Good’ or ‘Excellent’ Repair	No Change- Met Goal
2.4	Safety and connectedness Priority 6c Source: Local surveys	2023-2024 78% (no change) of students feel like they fit in at HomeTech. 90% (+5%) of students indicate they feel safe at HomeTech. 85% (+3%) of students know an adult they can ask for help.	2024-2025 85% (+7%) of students feel like they fit in at HomeTech. 93% (+3%) of students indicate they feel safe at HomeTech. 93% (+8%) of students know an adult they can ask for help.	2025-2026 83% (-2%) of students feel like they fit in at HomeTech. 93% (no change) of students indicate they feel safe at HomeTech. 90% (-3%) of students know an adult they can ask for help.	Maintain >85% of students feel safe and connected as measured by the annual survey	Met Goal Fitting in: Increased 5% Feeling safe: Increased 3% Asking for help: Increased 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Stability Rate Priority 8 Source: DataQuest	2022-2023 Overall stability: 42% (-2%)	2023-2024 Overall stability: 48% (+6%) Hispanic students (39%) and homeless students (35%) remain the least stable student groups; however, the stability rate of each group improved significantly from the previous year: Hispanic +16% and homeless +25%	2024-2025 Overall and low-income stability: 58% Disabilities: 65% Homeless: 68% Hispanic students 64% Two or More races 35%	Maintain an annual positive increase in stability rate	Met Goal Increased 10% overall and significantly for most student groups.

Goal Analysis [2025-26]

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

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

OVERALL IMPLEMENTATION PROGRESS
All actions are fully implemented or progressing as planned with no substantive differences.

SUCCESSES
Successes include continuing growth-mindset development for students and staff; implementing chronic absenteeism strategies (early identification, family outreach, individualized re-engagement plans); embedding Tier 1 SEL lessons in on-site classes; and rolling out a student recognition program featuring positive-behavior and attendance incentives, awards nights, and student-of-the-month honors. Efforts to improve staff-student-parent communication and set clear, consistent expectations continue, supported by direct administrative assistance and engagement activities.

CHALLENGES

Challenges include the absence of a formal orientation process as of Spring 2026 (funding-dependent and still in the planning stage) and ongoing work to address chronic absenteeism through sustained early outreach and re-engagement. Maintaining necessary staff and resources (e.g., a counselor) remains essential to continue these climate and culture initiatives.

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

There are no material differences between projected and estimated actual expenditures.

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

OVERALL EFFECTIVENESS
Goal 2 actions have been largely effective in producing the targeted results for a safe, supportive school environment that builds social-emotional wellness and supports successful grade-level, college, and career transitions. Implemented strategies and clear expectations have helped HomeTech maintain extremely low discipline rates, keep facilities in good repair, sustain high perceptions of safety and connectedness, and support a substantial increase in student stability. All Year 3 targets are met or exceeded. These outcomes show that the actions are working well overall; however, staff must continue focused efforts to ensure students consistently feel a strong sense of belonging and connection, and to address attendance and chronic absenteeism rates identified in Goal 1.

SEL, Growth Mindset, Recognition, and Communication
Actions 2.1 and 2.2; Applicable to Metrics 2.1, 2.2, and 2.4
Embedding Tier 1 SEL lessons into on-site classes, continuing growth-mindset development for students and staff, rolling out a student recognition program, and strengthening staff-student-parent communication have been highly effective. Suspension rates remained very low at <1% overall, well below the <3% target. Expulsion rates remain at 0%, meeting the <1% target. On the annual climate survey, 93% of students reported feeling safe at school, and 90% knew an adult they could ask for help. The percentage of students who felt they “fit in” reached 83% (+5% from baseline). These strong results show that the focus on relationships, positive reinforcement, and clear expectations is helping create the caring, connected climate the goal envisions and keeping behavioral issues to a minimum.

Re-engagement and Stability Supports
Action 2.1; Applicable to Metric 2.5
Strategies addressing chronic absenteeism, along with direct administrative and engagement activities, have been highly effective in improving enrollment stability. The overall stability rate rose significantly to 58% (+16 percentage points from the 42% baseline), with strong gains across most student groups: students classified as low-income 58%, students with disabilities 65%, students experiencing homelessness 68%, and Hispanic students 64%. This improvement supports the goal of helping students feel engaged and remain connected to the school.

Facility Maintenance
Action 2.3; Applicable to Metric 2.3

Ongoing facility upkeep efforts and related staff training have been consistently effective, with the school maintaining facilities and fully meeting the target of “Good” or “Excellent” condition.

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

No changes were made to goals, metrics, or outcomes. No actions were required to change.

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	Engaging Students/Families	To boost ELA and math achievement on the CA Dashboard and address the needs of low-income students, HomeTech will enhance engagement within its learning community by: a. Embedding Tier 1 SEL lessons in on-site classes. b. Improving staff-student-parent communication, including tackling chronic absenteeism with early identification, family outreach, and individualized re-engagement plans. c. Offering social and extracurricular opportunities outside of class. d. Setting clear, consistent expectations for students, parents, and guardians, including design and planning of an orientation process, as funding allows. e. Providing individual counseling. f. Sustaining diverse electives for grades 7-12 and enrichment activities for K-6. g. Site administration providing more time to engage with students and families.	$222,013.00	Yes
2.2	Positive Culture	Maintain a positive school culture by a. building a growth mindset in students and staff b. providing opportunities for SEL and mental health and wellness supports c. implementing student success supports (e.g., positive behavior/attendance recognition, awards night, student of the month)	$63,374.00	Yes

Action #	Title	Description	Total Funds	Contributing
		d. contract compliance technical assistance to free up site administration to maintain a positive school culture. e. providing a sports program		
2.3	Implementation and Sustainability	Support the successful implementation and sustainability of Goal 2 actions by a. Providing staff training/professional development, including adult response to student behaviors (proactive and supportive) b. Providing additional necessary staff and resources to create a safe and supportive school environment (e.g., custodial services, security cameras) c. Contract compliance technical assistance to free up site administration to facilitate professional development and maintain a safe and supporting environment.	$44,152.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$391380	$

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
23.635%	0.000%	$0.00	23.635%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Systems to Increase Achievement **Need:** Systems to support increased academic achievement/continuous improvement **Scope:** LEA-wide	Based on the school's DASS status, students served traditionally work below grade level. In addition, HomeTech serves >70% low-income students. HomeTech must maintain internal data systems as a small LEA to support staff PLCs focused on identifying and addressing areas of academic need. Additionally, HomeTech is committed to	Achievement/growth

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		implementing instructional practices that support the individual needs of the student population served in an independent study model.	
1.2	**Action:** Systems to Increase Academic Engagement **Need:** >70% of HomeTech students are classified as low-income and need additional structured support to participate in independent study and prepare for college/career opportunities. **Scope:** LEA-wide	These actions provide students with the structured support needed to successfully access and participate in the independent study model and for exposure to options that prepare students for college/career.	Graduation rate and relevant CCI measures
1.3	**Action:** Tiered System of Support **Need:** Students classified as low-income need a tiered system of support, including high-quality first instruction, to graduate within four years. **Scope:** LEA-wide	HomeTech must provide students served with a tiered support system to recover credits, address learning gaps, and prepare them for successful post-secondary transitions. HomeTech serves a predominantly White, low-income population. This set of focused supports will provide students with more opportunities for high-quality first instruction, increase achievement for both student groups, and raise overall performance scores. This is identified in the Reflection section, 'Next Steps' items 1, 4 and 5.	Graduation rate, attendance rate and assessment scores
1.4	**Action:** Implementation and Sustainability **Need:** Supplemental and individualized supports	The population served has unique barriers to education and specific instructional needs. To best serve the predominantly low-income population and meet the needs of all students, HomeTech will maintain additional staffing to reduce the teacher/ student ratio and allow for	Graduation rate; CCI rate; Fs on report cards

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	personalized support. Additionally, HomeTech will increase rigor and provide supplemental materials that support students in graduation and college/career readiness.	
2.1	**Action:** Engaging Students/Families **Need:** There is a consistent need to engage students and families classified as low-income in a positive school climate with a sense of connectedness to the learning community. **Scope:** LEA-wide	As a DASS school serving a predominately White, low-income population in an independent study setting, staff must maintain a positive school but rigorous school climate and a sense of connectedness through various co-curricular and family engagement activities. This is identified in the Reflection section, 'Next Steps' item 1.	Stability rate, local surveys, suspension rate
2.2	**Action:** Positive Culture **Need:** Students need a supportive school culture to be successful in their academic and post-secondary endeavors. **Scope:** LEA-wide	As a DASS school serving a predominately White, low-income population in an independent study setting, staff must maintain a strong and supportive school culture.	Stability and suspension rates; survey data

Limited Actions

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

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

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

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.

This prompt is not applicable to HomeTech Charter School.

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		
Staff-to-student ratio of certificated staff providing direct services to students		

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1655950	391380	23.635%	0.000%	23.635%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$696,125.00	$479,418.00	$4,796.00	$21,768.00	$1,202,107.00	$1,032,204.00	$169,903.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Systems to Increase Achievement	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$29,007.00	$20,600.00	$48,857.00	$750.00			$49,607.00	
1	1.2	Systems to Increase Academic Engagement	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$100,641.00	$2,398.00	$80,894.00	$19,747.00	$2,398.00		$103,039.00	
1	1.3	Tiered System of Support	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$310,660.00	$3,000.00	$187,154.00	$126,506.00			$313,660.00	
1	1.4	Implementation and Sustainability	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$88,941.00	$12,425.00	$89,871.00	$11,495.00			$101,366.00	
1	1.5	Special Education Implementation	Students with Disabilities	No			All Schools TK-12	25-26 with reevaluation of need	$236,296.00	$68,600.00		$283,128.00		$21,768.00	$304,896.00	
2	2.1	Engaging Students/Families	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$189,533.00	$32,480.00	$191,696.00	$27,919.00	$2,398.00		$222,013.00	
2	2.2	Positive Culture	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$46,374.00	$17,000.00	$53,501.00	$9,873.00			$63,374.00	
2	2.3	Implementation and Sustainability	All	No			All Schools	Ongoing	$30,752.00	$13,400.00	$44,152.00				$44,152.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1655950	391380	23.635%	0.000%	23.635%	$651,973.00	0.000%	39.372 %	**Total:**	$651,973.00
								LEA-wide Total:	$651,973.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Systems to Increase Achievement	Yes	LEA-wide	Low Income	All Schools	$48,857.00	
1	**1.2**	Systems to Increase Academic Engagement	Yes	LEA-wide	Low Income	All Schools	$80,894.00	
1	**1.3**	Tiered System of Support	Yes	LEA-wide	Low Income	All Schools	$187,154.00	
1	**1.4**	Implementation and Sustainability	Yes	LEA-wide	Low Income	All Schools	$89,871.00	
2	**2.1**	Engaging Students/Families	Yes	LEA-wide	Low Income	All Schools	$191,696.00	
2	**2.2**	Positive Culture	Yes	LEA-wide	Low Income	All Schools	$53,501.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,023,457.00	$1,199,837.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Systems to Increase Achievement	Yes	$36,645.00	43682
1	**1.2**	Systems to Increase Academic Engagement	Yes	$111,106.00	140434
1	**1.3**	Tiered System of Support	Yes	$207,356.00	269295
1	**1.4**	Implementation and Sustainability	Yes	$67,183.00	108259
1	**1.5**	Special Education Implementation	No	$297,442.00	295099
2	**2.1**	Engaging Students/Families	Yes	$209,315.00	205632
2	**2.2**	Positive Culture	Yes	$39,804.00	55942
2	**2.3**	Implementation and Sustainability	No	$54,606.00	81494

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
383844	$576,119.00	$683,572.00	($107,453.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Systems to Increase Achievement	Yes	$33,645.00	39269		
1	1.2	Systems to Increase Academic Engagement	Yes	$106,106.00	132830		
1	1.3	Tiered System of Support	Yes	$120,166.00	159295		
1	1.4	Implementation and Sustainability	Yes	$67,083.00	91104		
2	2.1	Engaging Students/Families	Yes	$209,315.00	205132		
2	2.2	Positive Culture	Yes	$39,804.00	55942		

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)
1609752	383844	0	23.845%	$683,572.00	0.000%	42.464%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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