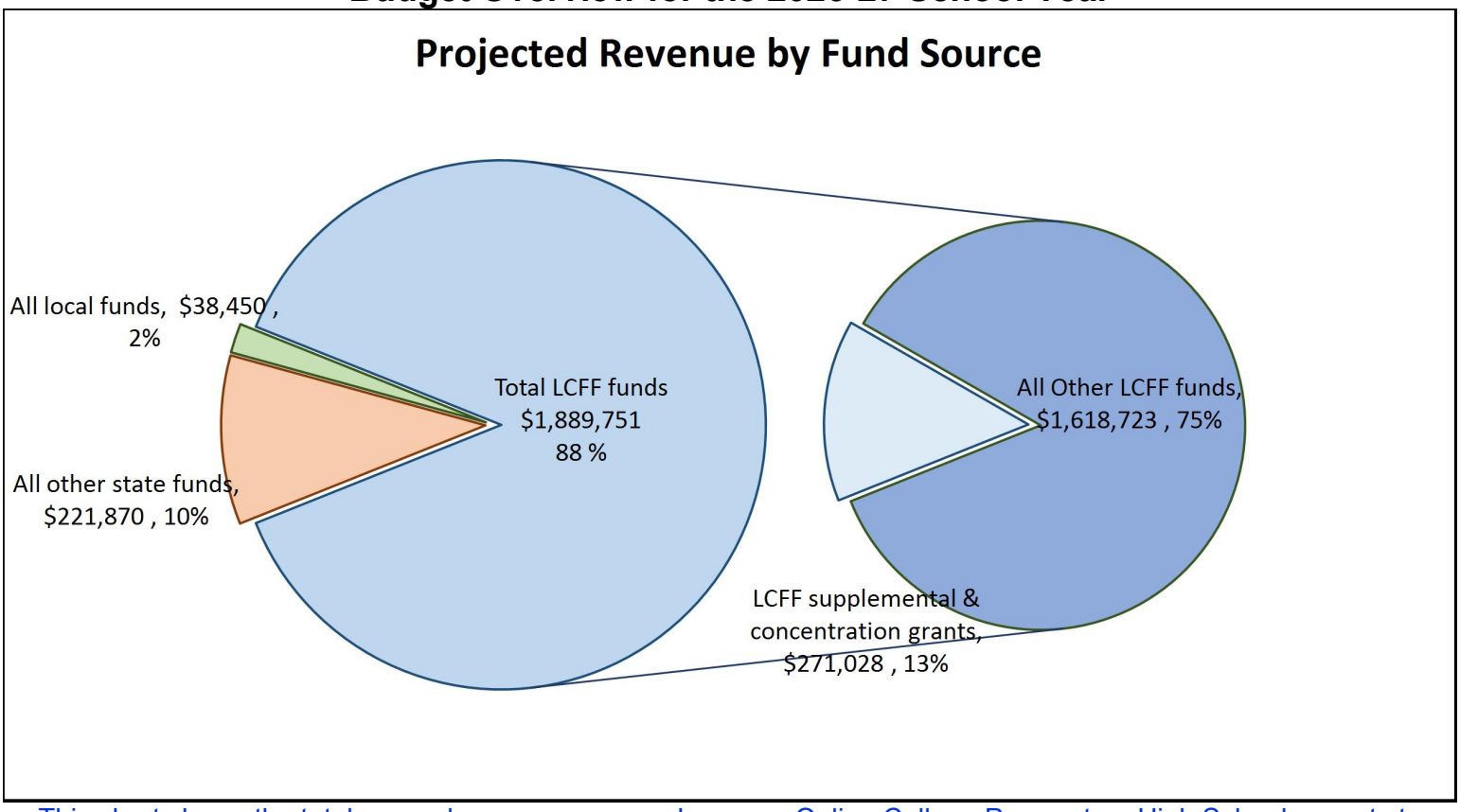
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lemoore Online College Preparatory High School
CDS Code: 16-63982-0136234
School Year: 2026-27
LEA contact information:
Jicela Soto
Principal
jsoto@luhsd.k12.ca.us
(559) 925 - 3433

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

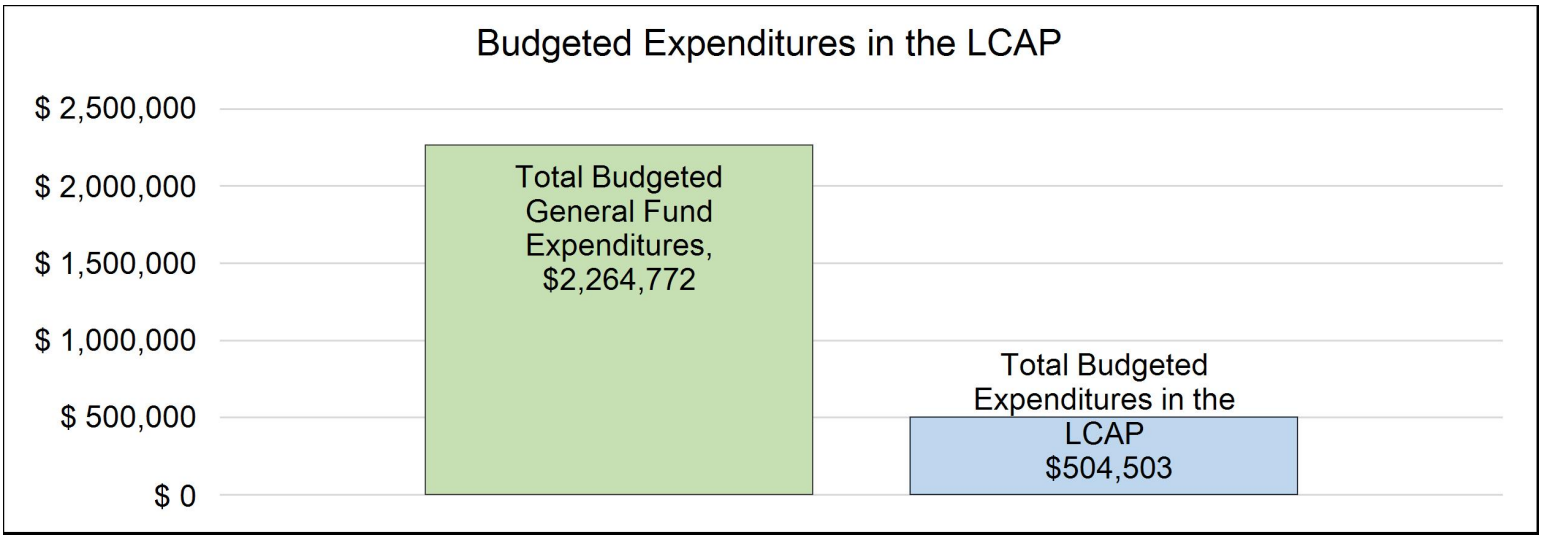


This chart shows the total general purpose revenue Lemoore Online College Preparatory High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lemoore Online College Preparatory High School is $2,150,071, of which $1,889,751.00 is Local Control Funding Formula (LCFF), $221,870.00 is other state funds, $38,450.00 is local funds, and $0.0 is federal funds. Of the $1,889,751.00 in LCFF Funds, $271,028.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Lemoore Online College Preparatory High 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: Lemoore Online College Preparatory High School plans to spend $2,264,772.00 for the 2026-27 school year. Of that amount, $504,503.00 is tied to actions/services in the LCAP and $1,760,269 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

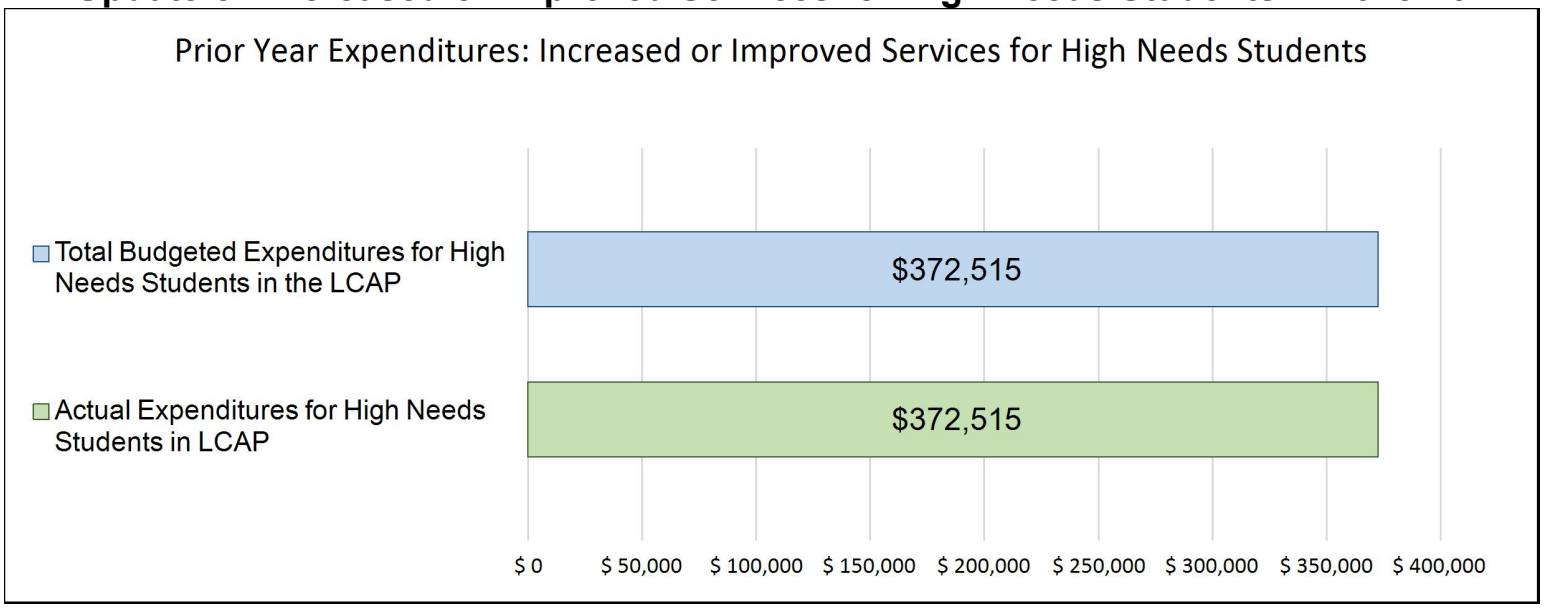
General Fund Budget expenditures not included in the Local Control and Accountability Plan (LCAP) typically support district-wide operational needs that are not directly tied to specific LCAP goals. These may include: Utilities and insurance, District Administration costs, Routine Maintenance and Operations, Technology Infrastructure, and Capital outlay or equipment purchases for general use. These expenditures are essential for maintaining the overall

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

In 2026-27, Lemoore Online College Preparatory High School is projecting it will receive $271,028.00 based on the enrollment of foster youth, English learner, and low-income students. Lemoore Online College Preparatory High School must describe how it intends to increase or improve services for high needs students in the LCAP. Lemoore Online College Preparatory High School plans to spend $376,748.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Lemoore Online College Preparatory High School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Lemoore Online College Preparatory High 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, Lemoore Online College Preparatory High School's LCAP budgeted $372,515.00 for planned actions to increase or improve services for high needs students. Lemoore Online College Preparatory High School actually spent $372,515.00 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
Lemoore Online College Preparatory High School	Jicela Soto Principal	jsoto@luhsd.k12.ca.us (559) 925 - 3433

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.

Lemoore Online College Preparatory High School (Lemoore Online) operates as a dependent, direct funded charter school authorized by the Lemoore Union High School District (LUHSD) which is located in Lemoore, California. The city of Lemoore is located in Kings County, California. Situated within the San Joaquin Valley, the city of Lemoore is about 2 hours from the Central Coast of California and one hour from Sequoia National Park. The school campus is located on the Lemoore College campus, also located in Lemoore, CA.

The city of Lemoore has a diverse population. The proximity of the naval air base to the school is significant in that several students from Lemoore Online live on the base and have family members currently serving, or retired from, the military. Additionally, several of the school's students (7/193) are Native American and live on the Santa Rosa Rancheria, a nearby reservation that is home to the Tachi Yokut Tribe.

The current enrollment for the Lemoore Union High School District (LUHSD) is 1,889 students (per the CA Dashboard). As of the Spring of 2026, the enrollment at Lemoore Online was 193 students, wherein 38 students are in 9th grade, 45 students are in 10th grade, 63 students are in 11th grade, and 47 students are in 12th grade. Current staffing is as follows: 8 fully credentialed, full-time teachers; 1 administrator; 1 counselor; 1 charter secretary; 1 part-time registrar; and 1 part-time campus supervisor as of March of 2026. In conjunction with LUHSD, Lemoore Online students also have access to District resources, such as the Department of Student Services and their team of social workers and psychologists. In partnership with the Santa Rosa Rancheria, each of our Native American students has access to, and the support of, an assigned "native liaison". Lemoore Online continues to work on building and nurturing relationships and maintaining open lines of communication with its students, their families, and the communities that support their growth and development.

Lemoore Online is a 'school of choice' within LUHSD. Accredited by WASC-ASC, Lemoore Online is a college preparatory high school serving students in grades 9-12. Designed for students who are BOTH interested in a virtual/online classroom experience while at the same time being committed to high school graduation and college and career readiness. Whether a student is looking for a home-based schooling option or needs an alternative schooling schedule due to other commitments (e.g. work, sports, religion, etc.), Lemoore Online offers students a more flexible and self-tailored learning journey compared to the traditional high school experience. Although Lemoore Online students are "online", the school and its staff are committed to creating a connected and communicative "family atmosphere" where students feel supported, motivated, and ready for success. Additionally, students at Lemoore Online learn what it means to be a Lemoore Online Lynx and will carry with them the important lessons of C.L.A.W.S. wherein the values are highlighted: C = Communication, L = Leadership, A = Accountability, W = Work Ethic, and S = Self- Awareness. While engaged in the Lemoore Online independent study program, students receive "live" support from fully credentialed teachers in a variety of ways, including: a weekly "virtual" Homeroom class with their grade; a weekly "virtual" progress check meeting with their mentor teacher; and tutoring/support services in all "core" subjects both online and in person. Furthermore, the program offers students the following resources to support their school experience: access to technology support; an academic counselor; a social worker; a nurse; and on-going academic and social-emotional support from trained staff. Lemoore Online provides its students with access to a variety of graduation pathways that each result in a high school diploma, including: a) dual enrollment with Lemoore College (which allows students to earn both high school and college credits simultaneously) and the possibility of earning an A.A. degree while still in high school; b) a 260-credit "A-G approved track" which prepares students for admission to a 4-year university; c) a 260-credit "Non A-G Track" which prepares students for admission to a vocational school or community college; and d) a 220-credit option for those students in need of credit recovery.

Acceptance to the school is limited and operates on a lottery basis in accordance with state and federal charter school laws and regulations. As a charter school, students from any adjacent counties are able to attend without the need for inter-district transfer or release from their school of residence. All students at Lemoore Online are enrolled in core academic courses, offered through the online curriculum platform Imagine Edgenuity and are "A-G" approved courses. Additionally, the majority of the elective courses offered to students are also "A-G" approved. Summer school is available for those in need of credit recovery. *Detailed outlines of the various graduation options can be found in the school's handbook: https://lemooreonline.luhsd.k12.ca.us/apps/pages/index.jsp?uREC_ID=2144062&type=d&pREC_ID=2164971

With the school’s unique demographics, subgroups, community partners, and design fully taken into account, the goals set forth in this LCAP are designed to: meet the educational needs of all students, have a positive impact on student achievement, build and sustain partnerships with all community partners, and work towards an ever-improving learning environment and school culture.

Reflections: Annual Performance

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

SUCCESSES

*A) Graduation Rate -The Lemoore Online Graduation Rate has remained strong for the past several years. According to the CA Dashboard,

the Lemoore Online adjusted cohort graduation rate in 2020 was 67%, rose to 92% in 2021, and rose again in 2022 to 100% (due in part to the passage of CA Assembly Bill AB 104). For the 2022-2023 cohort, the official graduation rate was 90.6%, or 58/64 seniors. However, after including our early graduates and summer graduates into our calculations the 2022-2023 graduation rate stands at 95.4%, or 62/65 seniors. As of May 2024, the graduation rate for the Class of 2024 was 96.2% and it again increased in 2025 to 97.8%

The senior class has been supported along their graduation journey by the addition of the "Senior Class Google Classroom" and 6 on-campus senior Homerooms. This platform has allowed our staff to establish and maintain open lines of communication with our seniors in terms of the following: 1) Graduation Requirements; 2) Important Due Dates/Events; 3) Resources for the Senior Exit Interview and Digital Portfolio; 4) Resources for Graduation; and 5) Information about College Scholarships. The "Senior Class Google Classroom" is managed by the Principal and Counselor, in collaboration with all site teachers. In this way, our entire team has access to current information about where each of our seniors stands in terms of their readiness for graduation and fulfillment of all graduation requirements. We have also included our District nurses in this conversation to make sure that all CPR certification requirements have been met. This data is then shared with our seniors and their parents during weekly Progress Check meetings.

*B) D & F Rate - In past years, this was an area of concern for Lemoore Online. However, our staff has taken huge strides to raise expectations, raise accountability, and thus, to raise student outcomes. For Fall of 2023, the "D and F Rate" continued to decrease to 16.9% with 12.2% of grades being D's ("passing") while only 4.7% of all grades were F's. For Fall of 2024 the F grades were at 3%. This is a huge improvement and a point of pride for our staff. Lemoore Online staff credits several changes for these gains, including: 1) Improving the format of the weekly Progress Check Meeting which is now held either in person or via virtual meeting between the student and the teacher; 2) The addition of the Digital Progress Tracker to the Progress Check Meeting which keeps track of student progress on a weekly basis in an "easy-to-read" and "color-coded" format; and 3) The consistent and clear messaging of all staff - including the Principal, the Counselor, all teachers, and all support staff - regarding the importance of "The Big Four" Expectations which includes students having "Passing Grades" to show their progress. This message was also consistent in weekly Homeroom Class. However, in the Fall of 2025, we we did have a slight increase and were at 7% of F grades. Lemoore Online will continue to implement the required meetings with students in order to assist students who are struggling academically as well as strengthening our tutoring services by adding more hours to our math tutoring offering.

*C) Synchronous Participation Rate - Synchronous Instruction became a part of Lemoore Online's student support matrix during the Covid-19 pandemic when students were required to log-in weekly for "Synch Time" but could do so at random throughout the week to interact with the teacher of the choice for the topic of their choice. In time, this activity, now called "Homeroom Class", has become a central component of Lemoore Online and is one of the "Big 4" Expectations for students. In the Fall of 2022 our participation rate for "Synchronous Time" was 56%. Starting in the Spring of 2023 students were assigned a Homeroom teacher and told to attend a mandatory "homeroom class" each week. For the Spring of 2024 the participation rate for "Homeroom" rose to 74%. That's an 18% increase. In the Fall of 2023 Homeroom was further organized by grade. We have seen student engagement rates for Homeroom remain steady with a 68% participation rate for Fall 2023 and a 71% participation rate for Spring 2024. For the Fall of 2024 we saw a slight increase to 76% participation rate in Homeroom and 71% in the Fall of 2025. Looking forward, we hope to add more interactive lessons into Homerooms in the following areas in order to make this time more engaging and meaningful for students: a) Character Development, b) Social Emotional Learning, c) Interactive College & Vocational School Tours, D) Guest Speakers, E) PBIS Lessons and Incentives for participating in events and activities that build School Culture.

*D) Homeroom Class - The implementation of Homeroom (discussed above) did lead to a positive increase in our synchronous participation rates. Beyond that, this class has provided our teachers and our principal with a new avenue of communication. In the past, communication with our students was often hit and miss. If someone wanted to provide all students with an important piece of information, the best options were a letter mailed home or a post on Parent Square - a messaging service connected to our Student Information System - Aeries. While these methods continue to be important, there are many topics and themes that need to be discussed, demonstrated, and experienced. This is where Homeroom has proven to be so useful. Each week, our teachers host a Homeroom Class (2 sessions are offered to provide flexibility for student schedules) and we are able to offer the following supports: "Ice Breakers" to build community; updates about Clubs and on-campus Events (e.g. college and career fairs, guest speakers, etc.); the weekly "Lynx Lab" which brings important topics to all students (e.g. Virtual College Tours, Lessons about Plagiarism and Citing Sources, Introducing our Mascot Lessons about PBIS and our acronym C.L.A.W.S. which seeks to promote character development, etc.). This year we were also able to provide targeted lessons to each grade level. For example, all Juniors received targeted lessons for testing including: a) testing strategies & vocabulary for CAASPP/CAST; b) a review of “key ideas” for math, science and ELA; and c) how to use The “Universal Tools” & “The CAASPP Pause Rules”. All seniors received thorough and targeted lessons (both virtual and in-person) to support them in completing all graduation requirements.

*E) Student Clubs and On-Campus Events - We have worked hard this year to increase opportunities for our students to come onto campus and interact with our staff and their fellow students. A common theme among our students, their parents and our staff in our Local Survey Data was how many great opportunities there were this year for our students. While there continues to be an on-going need and desire for more of these events, the following is a list of activities and club events offered to students during the 2025-2026 school year:
*Six Senior In-Person Homerooms
*Fall Fest in October
*Fall Awards in December
*Cornhole Tournament in March
*Art Family Night in April
*Spring Awards in May

E-1) The Community Service Club - Hosts 1 meeting on campus each month (with a simultaneous online meeting for students wanting to engage from home) and 1 community event each month. This school year the Lemoore Online Community Service Club provided an avenue for community engagement for those students interested in completing their community service graduation requirement as well as serving their community. On average, about 25 of our students (15%) participate in this club on a regular basis. Community events were held at the following venues: The Hanford Food Pantry, Lemoore Christian Aid, Kings County SPCA, and Lemoore College Food Distribution Events. Our students also did several donation drives for the community including: a sock donation drive, a food donation drive, a toy donation drive, and a letter writing campaign aimed at making holiday cards for the elderly.

E-2) Eagle Days @ Lemoore College - Offered in the Spring Semester, this was an opportunity for high school students to tour the Lemoore College campus and learn about its many offerings and pathways.

E-3) College Counseling & Registration Workshops with Lemoore College Counselors - Offered several times throughout the school year, this was an opportunity for students to learn about both Dual Enrollment opportunities and becoming a Lemoore College student after graduation. Financial Aid was also discussed. These events were also supported by the creation of our Counseling Website which can be

accessed here - https://sites.google.com/luhsd.k12.ca.us/locphs-college-careerer?usp=sharing.

E-4) FAFSA Workshops - Offered several times throughout the year, this was an opportunity for students and their families to receive assistance when filling out the FAFSA.

E-5) Parent Info Nights: Offered Fall Semester, there was a session for all students and also a special session for students of EL parents.

E-6) Field Trips to Colleges: The College & Career Club went on 4 field trips this year to UC Santa Cruz, COS Tulare, Coalinga College and State University San Francisco.

E-7) A total of 9 Clubs plus an Art Enrichment Class for the 2025-2026 school year each teacher at Lemoore Online oversaw a Club. Students, parents, staff, Board members, and the community all commented on the positive effects this had on our students and their experience at Lemoore Online. Lemoore Online's clubs included:

*The "2 Mile" CLUB
*The Writer's Corner
*The California Scholarship Federation CLUB (C.S.F.)
*The Chess CLUB
*The College & Career CLUB
*The Lynx Huddle CLUB
*The Community Service Club (see above)
*The Society of the Cube Club
*The Leadership CLUB
*Art Enrichment

*F) College & Career Readiness - Over the last few years, Lemoore Online has made huge strides in the areas of College and Career Readiness. First, our Dual Enrollment numbers continue to rise. Just two years ago (Spring 2022) only 13% of our students participated in Dual Enrollment. By the Spring of 2023, this number increased to 17% of students at Lemoore Online being involved in Dual Enrollment. For the Spring of 2024 over 22% of our students are involved in Dual Enrollment - a 9% increase in 2 years. In the spring of 2025 LOCPHS had two students graduate with their associate's degree. Perhaps even more significant is our College and Career Indicator on the CA Dashboard. For the 2020-2021 school year, Lemoore Online's CCI percentage was 13.5%. For the 2022-2023 school year the CA Dashboard reported the CCI had made an increase of 24%, coming in at 37.5%. During the 2023-2024 school year our CCI declined by 7.3%. However, for the 2024-2025 school year our CCI increased by 14%, being at 50% as "prepared".

Having a full time counselor at Lemoore Online allows us to:

- Better analyze student transcripts and ensure that students are on their way to both fulfilling our District’s graduation requirements as well as completing the A-G requirements
- Inform students about the option of dual-enrollment and support them once they are dual-enrolled
- Host more college & career events on campus, virtually, and in the form of field trips to colleges and universities

- Develop deeper ties with Lemoore College, its staff, and its student recruitment and outreach opportunities
- Develop a 4-year plan for each student to serve as a reminder and a guide for students, parents, and staff

*Note: It is significant to note that in terms of providing multiple pathways to College and Career Readiness we are limited in our options in the following ways:

- We don't offer AP or IB classes.
- We do not have a CTE pathway.
- Opportunities for CAASPP preparation for math and ELA are limited by our online environment and independent study format.

G) MTSS (Multi-Tiered System of Support) - This year Lemoore Online greatly improved its systems of intervention and support in order to reduce impediments to student success. Tier 1 supports aim at supporting all students, and include: access to technology, access to dual enrollment, a grade-level specific weekly Homeroom class, a 21st century A-G online curriculum, and a welcoming and safe learning environment. Tier 2 supports include: assigned 1:1 Tutoring, assigned 1:1 Goals conferences with the Counselor, assigned Guided Notes, and possible Home Visits. Tier 3 supports include: assigned 1:1 Tutoring, assigned meetings with the Principal for re: the Academic Contract, expectations and supports. The goal of this meeting is threefold: 1) To clarify expectations, 2) To hold students accountable, and 3) To provide an extra layer of support. Students have responded positively to the meeting and report appreciation for the added support. Several students have been exited from Intervention. Students not meeting the contract attend the Academic Advisory Review Board.

H) School Culture- Lemoore Online has added signage throughout campus to increase school pride. Signage is adorned with the school colors (royal blue, black, and gray), a mascot (the Lynx), and identifies Essential Behavior Standards centered around the word "C.L.A.W.S." (C = Communication, L = Leadership, A = Accountability, W = Work Ethic, and S = Self-Awareness). "C.L.A.W.S." concepts are emphasized to our students via Homeroom. "C.L.A.W.S." is also incorporated into awards assemblies and student recognition.

I) In the Fall of 2024, Lemoore Online had its first cohort of English Learners enrolled in an actual ELD class; Two levels were offered to meet the needs of all students. in the Fall of 2025, ELD instruction was presented to ELD students via an ELD Homeroom, new this year. Here, the teacher used a combination of supplemental curriculum such as IXL and direct instruction.

CHALLENGES

Lemoore Online is dedicated to continuously improving supports and interventions designed to assist all students with academic achievement and personal growth. The following areas have been identified as needing particular attention.

*A) School Culture -As students enroll throughout the school year it is important to work on building school culture through teaching them the school acronym. This is planned to be done by:

- An introduction of C.L.A.W.S. to all students at our August Orientation
- An online student store where "spirit gear" is available for students, parents, and staff
- Weekly Homeroom Lessons about "C.L.A.W.S."

- Monthly "C.L.A.W.S." newsletters highlighting students and staff created by our Leadership Class
- Our NEW Leadership Club which is working on ways to spread culture and school spirit among the student body.

*B) Daily Attendance - It is crucial that students at Lemoore Online log-in/show up daily to ensure that they are completing their assignments and progressing through the online curriculum in a timely manner. Our initial answer to this problem this year was three-fold: 1) We highlighted the importance of attendance in Homeroom, 2) We held students accountable to their attendance by tracking it weekly on the Digital Progress Tracker during their weekly Progress Check Meeting with their teacher, and 3) Students whose attendance failed to meet program expectations were held accountable by means of Tier 2 Goals Meetings (with the Counselor) and Tier 3 Academic Probation Meetings (with the Principal). Note: The Digital Progress Tracker tracks "The Big Four" expectations - 90% Attendance, weekly participation in Homeroom, weekly participation in the Progress Check Meeting, and Passing Grades. In the future we hope to offer more events and activities that reward good attendance by requiring 90% overall attendance.

*C) Assessment Data - Our CAASPP scores in ELA had an increase of 5% during the 2025 CAASPP testing. Although this is positive, it should be noted that all students are still scoring 59.5 points below standard in ELA. On the 2025 CAASPP scores in the area of math we saw a slight increase in scores .5% and all students are scoring 195 points below standard.

It is significant to note that our student population fluctuates from year-to-year and many of our students are in need of credit recovery. While we are adept at ensuring successful credit recovery, many students do not have room in their schedule for Math 3 Junior year. The standards covered in Math 3 are heavily tested on the CAASPP for mathematics.

Moving forward, our team will address low/stagnant student scores by providing mandatory and targeted intervention for juniors enrolled in credit recovery math and ELA classes or are failing current classes, to better prepare them for the standards on the Math and ELA CAASPP. In the past, tutoring was often 1:1 and optional. LOCPHS staff has also introduced IXL to students and families. In the future we plan to implement IXL time during homeroom to improve student participation and skills practice time. The data gathered through IXL will also be used to create study groups. Lemoore Online plans to hire a part-time math teacher who would over see the groups as well the 1-1 tutoring schedule. Furthermore, all Juniors will take the IAB in Math and ELA in the fall of junior year. Finally, the Counselor will implement academic plans that enable more students to take Math 3 during their Junior year.

*GROWTH - Lemoore Online has seen tremendous growth in its 7 years of existence. To meet increasing student enrollment (e.g. Fall 2019 enrollment was 36 students, while Spring 2025 enrollment was 193 students - an increase of nearly %) Lemoore Online now has a full-time Academic Counselor, a part-time Psychologist, a part-time Registrar, a part-time Campus Monitor, and 8 teachers, in addition to the Charter Secretary and Principal. Over the past 7 years changes have been made to the physical space at the campus to accommodate more students and more staff. These changes included adding an additional classroom, adding more teacher desks, and adding workstations for students. Currently, between 10-20 students utilize the on-campus "Learning Center" for tutoring, a quiet place to work, meeting with teachers/counselors/support staff, etc., on a daily basis. Limited space continues to be a challenge for our growing student body and increasing number of on-campus activities and events.

*WASC - Lemoore Online participated in a WASC "Mid-Cycle" Visit in April of 2024. The experience was positive, with Lemoore Online receiving glowing marks from the WASC Chair. A full review is scheduled for the 2026-2027 school year.

Note: Local Self-Assessment tools utilized to gain input from educational partners include the following: Charter Council Meetings, online LCAP Surveys for students and parents, and staff survey data from teachers and Lemoore Online staff.

Reflections: Technical Assistance

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

(NOT APPLICABLE)

Comprehensive Support and Improvement

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

Schools Identified

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

(NOT APPLICABLE)

Support for Identified Schools

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

(NOT APPLICABLE)

Monitoring and Evaluating Effectiveness

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

(NOT APPLICABLE)

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
1) Lemoore Online STUDENTS	• Annual LCAP Survey (January- February 2026) • Charter Council Meetings (Sept. '25, Jan. '26, March '26, May '26)
2) Lemoore Online PARENTS	• Annual LCAP Survey (January- February 2026) • Charter Council Meetings (Sept. '25, Jan. '26, March '26, May '26) -District Advisory Committees December 2025
3) Lemoore Online STAFF	• Staff Meetings (1 x monthly - Aug. '25 through May. '26) • Charter Council Meetings (Sept. '25, Jan. '26, March '26, May '26)
4) Lemoore Online TEACHERS	• Staff Meetings (1 x monthly - Aug. '25 through May. '26) • Charter Council Meetings (Sept. '25, Jan. '26, March '26, May '26)
5) LUHSD Native American LIAISONS	- "End-Of-Year Reflection" Meeting w/ Head Liaison & Assistant Superintendent 5/2026
6) LUHSD District Office Leadership / LUHSD Board Of Trustees	-Charter Council Meetings (Sept. '25, Jan. '26, March '26, May '26)
7) Kings County SELPA	-SELPA Consultation May '26

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

*** 1) Lemoore Online STUDENTS ***

Item A = SCHOOL SPIRIT/CULTURE/ACTIVITIES/SPORTS: Overall, our students expressed their approval for and support of our new

clubs and activities both on campus and in the form of field trips. That being said, they requested "more spirit days" and ways for students to "socialize with each other" and "interact with other students". For those already in clubs there is a continued desire to find ways to appeal to more students and to get more students to join the clubs and participate in events and activities. Several students also specifically asked for school shirts and items with our "school logo" on it to "show that we are proud to be a Lynx". Many students also mentioned a desire to have "more school spirit/pride" as a group in general. On the LCAP Survey this was one of the lowest areas for our students wherein students were asked if they "Feel like they are part of the school community" and only 59% responded positively in Spring of 2025. However, we noticed a slight increase in student participation during in-person activities and clubs during the 2025-2026 school year. When surveyed in the Spring of 2026, we saw increase as 74% of the students surveyed, responded positively.

-> Action __2.5 = EDUCATIONAL FIELD TRIPS & ENGAGEMENT OPPORTUNITIES
-> Action __2.6 = CULTURE, CLUBS & PBIS

Item B = DUAL ENROLLMENT: Students gave very positive reviews about opportunities for dual enrollment and believe this is preparing them for college & careers.

-> Action __1.4 = DUAL ENROLLMENT

*** 2) Lemoore Online PARENTS ***

Item A = SCHOOL SPIRIT/CULTURE/ACTIVITIES/SPORTS: Overall, Lemoore Online parents expressed their approval for and support of our new clubs and activities both on campus and in the form of field trips. Parents suggested organizing more opportunities for students to come onto campus to socialize. There were also several requests for the opportunity for students to play sports.

-> Action __2.5 = EDUCATIONAL FIELD TRIPS & ENGAGEMENT OPPORTUNITIES
-> Action __2.6 = CULTURE, CLUBS & PBIS

Item B = DUAL ENROLLMENT: Lemoore Online parents spoke very highly of our dual enrollment opportunities and believe this is preparing students for college & careers.

-> Action __1.4 = DUAL ENROLLMENT

Item C = Additional/Modified SPACE: Several parents have mentioned that the "cramped" and "limited" space in our current classroom/office set-up was in need of a "re-configuration" or "adjustment". They also noted a desire for more privacy & sound-buffering for teachers and more space for student intervention, meetings, and activities in the classroom setting.

-> Action __3.1 = BUILDINGS, GROUNDS & LEARNING ENVIRONMENT

Item D = ELD PROGRAM: When it comes to providing "effective support for English Learners" 41.2% of parents surveyed noted that this is not an area of strength for our site currently.

-> Action __1.7 = ELD PROGRAM

*** 3) Lemoore Online STAFF ***

Item A = SCHOOL SPIRIT/CULTURE/ACTIVITIES/SPORTS: Lemoore Online Staff sees positive change when it comes to new clubs, activities, and field trips that occurred during the 23-24 school year. Lemoore Online Staff is excited about these changes and would like to see these opportunities grow. Staff specifically asked for more school shirts and items with our "school logo" on it to show that they are proud to be a Lynx. Staff would like to see the school continue to develop its school culture and its school spirit/pride. Staff is excited about the possibility of L.O. students being eligible to play sports for LHS, our District's comprehensive high school.

-> Action __2.5 = EDUCATIONAL FIELD TRIPS & ENGAGEMENT OPPORTUNITIES
-> Action __2.6 = CULTURE, CLUBS & PBIS

Item C = Additional/Modified SPACE: A few staff members mentioned that the "cramped" and "limited" space in our current classroom/office set-up was in need of a "re-configuration" or "adjustment". They also noted a desire for more privacy & sound-buffering for teachers and more space for student intervention, meetings, and activities in the classroom setting.

-> Action __3.1 = BUILDINGS, GROUNDS & LEARNING ENVIRONMENT

*** 4) Lemoore Online TEACHERS ***

Item A = SCHOOL SPIRIT/CULTURE/ACTIVITIES: Lemoore Online Teachers see positive change when it comes to new clubs, activities, and field trips. Lemoore Online Teachers are excited about these changes and would like to see these opportunities grow. Teachers specifically asked for more school shirts and items with our "school logo" on it to show that they are proud to be a Lynx. Teachers would like to see the school continue to develop its school culture and its school spirit/pride. Staff is excited about the possibility of L.O. students being eligible to play sports for LHS, our District's comprehensive high school.

-> Action __2.5 = EDUCATIONAL FIELD TRIPS & ENGAGEMENT OPPORTUNITIES
-> Action __2.6 = CULTURE, CLUBS & PBIS

Item C = Additional/Modified SPACE - Several teachers have consistently mentioned that the "cramped" and "limited" space in our current classroom/office set-up was in need of a "re-configuration" or "adjustment". The most common reasons for this request are as follows: 1)

Concerns about student privacy when it comes to official documents, grades, personal information, IEP/504 Plan case management, discipline, and discussions about mental and physical health; sound-buffering for teachers when phone calls and Zoom calls occur simultaneously; and more space for student intervention, tutoring, social groups, meetings, clubs, and activities.

-> Action __3.1 = BUILDINGS, GROUNDS & LEARNING ENVIRONMENT

*** 5) LUHSD Native American LIAISONS ***

Item A = SCHOOL SPIRIT/CULTURE/ACTIVITIES: The Liaisons see positive change when it comes to new clubs, activities, and field trips. They are excited about these changes and would like to see these opportunities grow. They encouraged the school site to continue to develop its school culture and its school spirit/pride.

-> Action __2.5 = EDUCATIONAL FIELD TRIPS & ENGAGEMENT OPPORTUNITIES
-> Action __2.6 = CULTURE, CLUBS & PBIS

*** 6) LUHSD District Office Leadership/ LUHSD Board Of Trustees ***

Item A = SCHOOL SPIRIT/CULTURE/ACTIVITIES/SPORTS: The Board of Trustees see positive change when it comes to new clubs, activities, and field trips. They are excited about these changes and would like to see these opportunities grow. They encouraged the school site to continue to develop its school culture and its school spirit/pride. The Board is excited about the possibility of L.O. students being eligible to play sports for LHS, our District's comprehensive high school.

-> Action __2.5 = EDUCATIONAL FIELD TRIPS & ENGAGEMENT OPPORTUNITIES
-> Action __2.6 = CULTURE, CLUBS & PBIS

*** 7) Lemoore Online WASC Leadership TEAM ***

Item A = SCHOOL SPIRIT/CULTURE/ACTIVITIES/SPORTS: The WASC Leadership TEAM applauded the positive strides forward the school has made in the last few years when it comes to new clubs, activities, and field trips. They are excited about these changes and would like to see these opportunities grow. They plan to continue to develop its school culture and its school spirit/pride. Staff is excited about the possibility of L.O. students being eligible to play sports for LHS, our District's comprehensive high school.

-> Action __2.5 = EDUCATIONAL FIELD TRIPS & ENGAGEMENT OPPORTUNITIES
-> Action __2.6 = CULTURE, CLUBS & PBIS

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Lemoore Online will provide excellent instruction, programs, and curriculum, which ensures college and career readiness.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
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.

Lemoore Online's goal is to increase the number of graduates who are "prepared" according to the College and Career Indicator on the CA Dashboard and prepared for achieving their post-secondary goals. In pursuit of this goal, Lemoore Online will: a) continue to offer a broad-based, standards-aligned and college preparatory curriculum to all students; b) continue to encourage dual-enrollment; c) provide appropriate interventions in math and ELA to support student achievement; and d) provide English Learners and Long-Term English Learners with appropriate instruction, intervention and supports.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2, 7, 8	STAFF engage in Professional Development (P.D.)	*100% of teaching staff + Principal & Counselor attended P.D. for EDGENUITY ONLINE CURRICULUM - (2023-2024) *100% of teaching staff + Principal & Counselor	*100% of teaching staff + Principal & Counselor attended Professional Development training for UDL / SEL (2024-2025).	88% of teaching staff + Principal & Counselor attended Professional Development training for UDL, Edgenuity and IXL	*100% of teaching staff + Principal & Counselor attended P.D. for EDGENUITY ONLINE CURRICULUM - (2026-2027)	+ Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		attended Professional Development training for UDL / SEL (2023-2024).			*100% of teaching staff + Principal & Counselor attended Professional Development training for UDL / SEL (2026-2027)	
4	GRADUATION Rate *Student Groups* • Ethnic Groups (30+) • Soc. Eco. Dis (SED) (30+) • ELs (30+) • LTELs (15+) • Students With Disabilities (SWD) (30+) • Foster Youth (15+) • Homeless Youth (15+)	2023 Four-year Adjusted Cohort Graduation Rate = (90.6%) *Student Groups* • Hispanic (90.2%) • Soc. Eco. Dis (SED) (88.7%)	2024 Four-year Adjusted Cohort Graduation Rate = (96.2%) *Student Groups* • Hispanic (96%) • Soc. Eco. Dis (SED) (94.7%)	2025 Four-year Adjusted Cohort Graduation Rate = (97.8%) *Student Groups* • Hispanic "PREPARED"- No Info • Soc. Eco. Dis (SED) (97.4%)	2026 Four-year Adjusted Cohort Graduation Rate = (96%) *Student Groups* • Hispanic (96%) • Soc. Eco. Dis (SED) (96%)	2025 Four-year Adjusted Cohort Graduation Rate = (97.8%) *Student Groups* • Hispanic "PREPARED"- No Info • Soc. Eco. Dis (SED) (97.4%)
2, 7	COURSE OFFERINGS	(100%) of STUDENTS complete coursework through the online learning platform Imagine Edgenuity (2023-2024)	(100%) of STUDENTS complete coursework through the online learning platform Imagine Edgenuity (2024-2025)	(100%) of STUDENTS complete coursework through the online learning platform Imagine Edgenuity (2025-2026)	(100%) of STUDENTS complete coursework through the online learning platform Imagine Edgenuity (2026-2027)	= Maintained
2, 4	ELPAC Testing Results & "EL PROGRESS INDICATOR" (On CA Dashboard)	(31%) of ELPAC participants scored Moderately Developed	(72.7%) of ELPAC participants scored Moderately Developed	(54.5%) of ELPAC participants scored Moderately Developed	(50%) of ELPAC participants scored Moderately	+ IMPROVED 23%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		or Well Developed (2023)	or Well Developed; “Making Progress” (Spring 2024)	or Well Developed; “Making Progress” (Spring 2025)	Developed or Well Developed (2026)	
4	"COLLEGE & CAREER INDICATOR (On CA Dashboard) *Student Groups* • Ethnic Groups (30+) • Soc. Eco. Dis (SED) (30+) • ELs (30+) • LTELs (15+) • Students With Disabilities (SWD) (30+) • Foster Youth (15+) • Homeless Youth (15+)	(37.5%) of students "PREPARED" (on CA Dashboard) (Spring 2023) *Student Groups* • Hispanic (34.1%) "PREPARED" • Soc. Eco. Dis (SED) (34%) "PREPARED"	(30.2%) of students "PREPARED" (on CA Dashboard) (Spring 2024) *Student Groups* • Hispanic (36%) "PREPARED" • Soc. Eco. Dis (SED) (26.3%) "PREPARED"	(50%) of students "PREPARED" (on CA Dashboard) (Spring 2025) *Student Groups* • Hispanic "PREPARED"- No Info • Soc. Eco. Dis (SED) (50%) "PREPARED"	(50%) of students "PREPARED" (on CA Dashboard) (Spring 2026) *Student Groups* • Hispanic (50%) "PREPARED" • Soc. Eco. Dis (SED) (50%) "PREPARED"	(Increase of 12.5%) of students "PREPARED" (on CA Dashboard) (Spring 2025) *Student Groups* • Hispanic "PREPARED"- No Info • Soc. Eco. Dis (SED) (50%) "PREPARED"
5, 7	DUAL ENROLLMENT Participation Rate	(22%) of Lemoore Online students are participating in Dual Enrollment classes (2023-2024)	(14%) of Lemoore Online students are participating in Dual Enrollment classes (2024-2025)	(29%) of Lemoore Online students are participating in Dual Enrollment classes (2025-2026)	(35%) of Lemoore Online students are participating in Dual Enrollment classes (2026-2027)	+ INCREASEDED 7%
4	Student Performance on State Academic Indicators (CAASPP & CAST) *Student Groups*	CAASPP - (ELA) 2021 = (49%) “Met/Exceeded” standard 2022 = (48%) “Met/Exceeded” standard	CAASPP - (ELA) 2024 = (38%) “Met/Exceeded” standard (49.7 points BELOW standard)	CAASPP - (ELA) 2025 = (43%) “Met/Exceeded” standard (59.5 points BELOW standard)	CAASPP - (ELA) 2026 = (60%) “Met/Exceeded” standard *2026 Student Groups*	CAASPP - (ELA) 2025 = (43%) “Met/Exceeded” standard (59.5 points BELOW standard)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	• Ethnic Groups (30+) • Soc. Eco. Dis (SED) (30+) • ELs (30+) • LTELs (15+) • Students With Disabilities (SWD) (30+) • Foster Youth (15+) • Homeless Youth (15+)	2023 = (51%) "Met/Exceeded" standard / (77 points BELOW standard) *2023 Student Groups* • Hispanic (91.4 points BELOW standard) • Soc. Eco. Dis (SED) (100.3 points BELOW standard) CAASPP - (Math) 2021 = (8%) "Met/Exceeded" standard 2022 = (16%) "Met/Exceeded" standard 2023 = (2%) "Met/Exceeded" standard / (189.4 points BELOW standard) *2023 Student Groups* • Hispanic (184.2 points BELOW standard) • Soc. Eco. Dis (SED) (193.4 points BELOW standard) CAST - (Science)	*2024 Student Groups* • Hispanic (60.1 points BELOW standard) • Soc. Eco. Dis (SED) (20.8 points BELOW standard) CAASPP - (Math) 2024 = (4.2%) "Met/Exceeded" standard / (191.1 points BELOW standard) *2024 Student Groups* • Hispanic (200.1 points BELOW standard) - • Soc. Eco. Dis (SED) (182.3 points BELOW standard) CAST - (Science)	*2025 Student Groups* • Hispanic (63.7 points BELOW standard) • Soc. Eco. Dis (SED) (80.6 points BELOW standard) CAASPP - (Math) 2025 = (4.76%) "Met/Exceeded" standard / (195 points BELOW standard) *2025 Student Groups* • Hispanic (211.5 points BELOW standard) - • Soc. Eco. Dis (SED) (214.6 points BELOW standard) CAST - (Science) 2025 = (7.14%) "Met/Exceeded" standard	• Hispanic (60%) "Met/Exceeded" standard • Soc. Eco. Dis (SED) (60%) "Met/Exceeded" standard CAASPP - (Math) 2026 = (30%) "Met/Exceeded" standard *2026 Student Groups* • Hispanic (30%) "Met/Exceeded" standard • Soc. Eco. Dis (SED) (30%) "Met/Exceeded" standard CAST - (Science) 2026 = (30%) "Met/Exceeded" standard	*2025 Student Groups* • Hispanic (63.7 points BELOW standard) • Soc. Eco. Dis (SED) (80.6 points BELOW standard) CAASPP - (Math) 2025 = (4.76%) "Met/Exceeded" standard / (195 points BELOW standard) *2025 Student Groups* • Hispanic (211.5 points BELOW standard) - • Soc. Eco. Dis (SED) (214.6 points BELOW standard) CAST - (Science) 2025 = (7.14%) "Met/Exceeded" standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2021 = (17%) "Met/Exceeded" standard 2022 = (16%) "Met/Exceeded" standard 2023 = (19%) "Met/Exceeded" standard	2021 = (17%) "Met/Exceeded" standard 2022 = (16%) "Met/Exceeded" standard 2023 = (19%) "Met/Exceeded" standard	2024 = (22.2%) "Met/Exceeded" standard 2023 = (19.23%) "Met/Exceeded" standard	*2026 Student Groups* • Hispanic (30%) "Met/Exceeded" standard • Soc. Eco. Dis (SED) (30%) "Met/Exceeded" standard	2024 = (22.2%) "Met/Exceeded" standard 2023 = (19.23%) "Met/Exceeded" standard

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.

1.1 Lemoore Online is a 1:1 device school. Students were all given a device to use. We had chromebooks in place and didn't have to replace as many as anticipated.
1.2 Lemoore Online attended professional development Kings County Office of Education on UDL. Teachers also participated in Edgenuity/Edge Ex and IXL training.
1.3 Lemoore Online has implemented an online platform that allows students to take college and career readiness courses. Students excelling in the CTE courses are honored at the LOCPHS awards assemblies. Lemoore Online will continue to evaluate the CTE offerings in the online platform in order to try and move more students to prepared on the college and career indicator of the CA dashboard.
1.4 Lemoore Online, with the help of their counselor, enrolled students in dual enrollment opportunities. Students worked on college-level courses. LOCPHS staff met with staff from Lemoore College and deployed two Student Development courses, one during the fall 2025 and the second one during the spring of 2026 to Lemoore Online students. This progression with dual enrollment will allow more students at Lemoore Online to access the dual enrollment course. The counselor marketed this opportunity to students and parents and seeking enrollments.
1.5 Lemoore Online established and maintained the appropriate programs, assessments, resources/materials, collaborative opportunities/coaching, and staff in order to provide English Language Arts (ELA) INTERVENTION and support to ensure all students achieve proficiency. Lemoore Online had support from two credentialed English teachers in place to assist students with ELA needs. The

English teachers were available for extra tutoring and support in regard to academic standards. English teachers provided feedback to students on essays submitted. IXL was also implemented to provide students an additional opportunity to practice ELA skills at their level.
1.6 Lemoore Online has established and maintained the appropriate programs, assessments, resources/materials, collaborative opportunities/coaching, and staff in order to provide MATH INTERVENTION and support that ensures all students achieve proficiency in MATH to address the red indicator on the CA Dashboard. Lemoore Online had support from a credentialed math teacher, about 9 hour a week, in place to assist students with math needs. The math teacher was available for tutoring and support in regard to academic standards. The time available did become a challenge due to the limited time the math teacher was available. Administration is working on a plan to add more hours during the 2026-2027 school year. IXL was also implemented to provide students an additional opportunity to practice math skills at their level.
1.7 Lemoore Online's English Learners were enrolled a Homeroom Class, dedicated to providing ELD supports. The class was led by a Lemoore Online credentialed English teacher. This ELD homeroom was grounded in a standards-based curriculum and supported by a mixture of synchronous and asynchronous learning opportunities. Preparation for the ELPAC was embedded into the course by the use of IXL.

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.

NA

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

On the staff LCAP survey for 25-26 83% of staff had a favorable response that LOCPHS provides the materials, resources, and professional development needed to do their job effectively. Lemoore Online had two students graduate with AA degrees who took part in dual enrollment while enrolled at LOCPHS. On the district LCAP survey, 97% of parents felt that LOCPHS offers activities that prepare my student for careers/work (such as Career Exploration and Awareness and CTE pathways). During the District Advisory Committee meetings parents brought up that they would like to see additional college and career readiness opportunities on the virtual platform that their students use. On the LCAP survey 85% of parents felt that the school offers activities to prepare their student for college (such as Advanced Placement, Dual Enrollment College Courses, College Readiness Activities).

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.

1.8 was added. Lemoore Online will provide a .5 FTE social science teacher to reduce caseloads and improve literacy outcomes to address the CAASPP ELA scores on the CA Dashboard. LREBG funding will be used.
Year 2:
1.3 funding reduced. Lemoore Online already has the online curriculum needed.
1.4 funding increased. Lemoore Online added funding to dual enrollment due to an increase in students taking dual enrollment courses.

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	TECHNOLOGY PROGRAM	Lemoore Online will provide all students and teachers access to educational technology via the purchase, maintenance and support of 1:1 hardware, software and access points in order to sustain a schoolwide 1:1 technology program.	$5,000.00	No
1.2	PROFESSIONAL DEVELOPMENT	Lemoore Online will continue to provide professional development for all staff in order to build an educational program, site Intervention Plan/MTSS, and school culture/climate that is responsive to students' academic, behavioral, and social-emotional needs and development.	$5,000.00	Yes
1.3	ONLINE CURRICULUM	Lemoore Online will ensure that all students are College & Career ready by providing a broad based and college preparatory online curriculum as well as the appropriate resources and support via the online learning platform - Imagine Edgenuity. Provide students access to CTE electives to ensure college and career readiness.	$20,000.00	Yes
1.4	DUAL ENROLLMENT	Lemoore Online will continue to provide DUAL ENROLLMENT opportunities, and appropriate supports/resources, for students.	$5,500.00	No
1.5	ACADEMIC INTERVENTION - ELA	Lemoore Online will establish and maintain the appropriate programs, assessments, resources/materials, collaborative opportunities/coaching, and staff in order to provide English Language Arts (ELA) INTERVENTION and support that ensures all students achieve proficiency in English Language Arts (ELA) to address the red indicator on the CA Dashboard.	$1,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	ACADEMIC INTERVENTION - MATH	Lemoore Online will establish and maintain the appropriate programs, assessments, resources/materials, collaborative opportunities/coaching, and staff in order to provide MATH INTERVENTION and support that ensures all students achieve proficiency in MATH to address the red indicator on the CA Dashboard.	$1,500.00	Yes
1.7	ELD PROGRAM	Lemoore Online will provide an educational program for English Learners (ELs) and Long-Term English Learners (LTELS) that promotes student achievement/fluency/biliteracy and includes: professional development for staff, a Designated ELD class, intervention, and opportunities for student and parent engagement.	$5,000.00	No Yes
1.8	Social Science Teacher to Reduce Caseload	Providing a .5 FTE social science teacher to reduce caseloads and improve literacy outcomes to address the CAASPP ELA scores on the CA Dashboard.	$90,755.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Lemoore Online will provide a variety of supports for students, parents and families to reduce impediments to student success.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Lemoore Online supports a diverse, and constantly evolving, group of students with complex and ever-shifting needs. In light of recent improvements to site systems of accountability, intervention, communication and student support, the following changed for the BETTER: students' grades; the 'D' and 'F' rate; student engagement in both online and in-person offerings; student participation in college and career focused events; and student leadership. However, we continue to face CHALLENGES in the following areas: Parent Engagement; Average Daily Attendance; Student Engagement in Clubs and Events; and most of all, building and sustaining a positive, meaningful School Climate and Culture.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3	PARENT Participation Rate - Local Survey Data	*Spring 2024 PARENT Participation Rate Re: LCAP Survey = (10%)	*Spring 2025 PARENT Participation Rate Re: LCAP Survey = (31%)	*Spring 2026 PARENT Participation Rate Re: LCAP Survey = (34%)	*Spring 2027 Parent Participation Rate Re: LCAP Survey = (75%)	+ IMPROVED 24%
4	"F Rate" - The Rate of F's being earned by students	*Fall 2022 (18%) of grades = "F"/ NO Credit *Fall 2023 (4.7%) of grades = "F"/ NO Credit	*Fall 2024 (1%) of grades = "F"/ NO Credit	*Fall 2025 (7%) of grades = "F"/ NO Credit	*Fall 2026 (2%) of grades = "F"/ NO Credit	- DECLINE by 6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5	STUDENT Attendance Rate (ADA)	*2022 - 2023 STUDENT Attendance Rate (ADA) = (87%) *2023-2024/ P2 STUDENT Attendance Rate (ADA) = (90%)	*2024-2025 P2 STUDENT Attendance Rate (ADA) = (93%)	*2025-2026 P2 STUDENT Attendance Rate (ADA) = (95%)	*Spring 2027 STUDENT Attendance Rate (ADA) = (95%)	+ IMPROVED by 5%
5	STUDENT Participation Rate - Local Survey Data	*Spring 2024 STUDENT Participation Rate Re: LCAP Survey = (41%)	*Spring 2025 STUDENT Participation Rate Re: LCAP Survey = (39%)	*Spring 2026 STUDENT Participation Rate Re: LCAP Survey = (60%)	*Spring 2027 STUDENT Participation Rate Re: LCAP Survey= (75%)	+ IMPROVED by 19%
5	STUDENT Engagement Rate in Homeroom Class ('Synchronous Instruction")	*Fall 2022 (56%) participation rate for "Synchronous Time" *Spring 2023 (74%) participation rate for "NEW Homeroom Class" +18% increase *Fall 2023 (68%) participation rate for Homeroom *Spring 2024 (71%) participation rate for Homeroom +3% increase	*Fall 2024 (76%) participation rate for Homeroom	*Fall 2025 (72%) participation rate for Homeroom	*Spring 2027 STUDENT Engagement Rate in Homeroom Class ('Synchronous Instruction") = (85%)	+ IMPROVED by 1%
6	Student Responses On Local Survey Data - SCHOOL CLIMATE	Spring 2024 Local Survey Data - LCAP Survey/STUDENTS SCHOOL SPIRIT/CULTURE	Spring 2025 Local Survey Data - LCAP Survey/STUDENTS	Spring 2026 Local Survey Data - LCAP Survey/STUDENTS	Spring 2027 Local Survey Data - LCAP Survey/STUDENTS	Spring 2025 Local Survey Data - LCAP Survey/STUDENTS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(58.6%) of STUDENTS surveyed "feel like they are part of a school community and have school spirit" OPPORTUNITIES for ENGAGEMENT (84%) of STUDENTS surveyed feel that "Students have a lot of opportunities to get involved in clubs and activities"	SCHOOL SPIRIT/CULTURE (49%) of STUDENTS surveyed, "feel like they are part of a school community and have school spirit" OPPORTUNITIES for ENGAGEMENT (61%) of STUDENTS surveyed feel that "Students have a variety of course offerings to choose from." No question was asked about opportunities for involvement in clubs and activities.	SCHOOL SPIRIT/CULTURE (74%) of STUDENTS surveyed, "feel like they are part of a school community and have school spirit" OPPORTUNITIES for ENGAGEMENT (81%) of STUDENTS surveyed feel that "Students have a variety of course offerings to choose from." No question was asked about opportunities for involvement in clubs and activities.	SCHOOL SPIRIT/CULTURE (85%) of STUDENTS surveyed "feel like they are part of a school community and have school spirit" OPPORTUNITIES for ENGAGEMENT (100%) of STUDENTS surveyed feel that "Students have a lot of opportunities to get involved in clubs and activities"	SCHOOL SPIRIT/CULTURE (15.4 % increase) in the number of STUDENTS surveyed, "feel like they are part of a school community and have school spirit" OPPORTUNITIES for ENGAGEMENT No question was asked about opportunities for involvement in clubs and activities. 81% of STUDENTS surveyed feel that "Students have a variety of course offerings to choose from."

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.

2.1 Fully implemented. A part-time psychologist and part-time Social Worker were assigned to Lemoore Online to assist in the creation of enrichment opportunities, provide individualized academic and socio-emotional support, attend IEP/SST meetings, monitor students in the site's MTSS Intervention System, provide SEL lessons to students and staff, offer crisis intervention services, and connect students/families to community resources/wrap-around services as needed.
2.2 Fully Implemented. Lemoore Online has implemented an intervention program to assist with students who have fallen behind in credits towards graduation. LOCPHS operates a summer school where students can work to recover credits. Two teachers and a counselor assist during the summer.
2.3 Fully implemented. The Lemoore Online Counselor was in place during the entire school year. The counselor provided a variety of events, resources, supports, and interventions to students to help them be "on track" for high school Graduation, College and Career Ready, and prepared for their future. The counselor also hosted parent engagement opportunities.
2.4 Fully Implemented. Lemoore Online provided a full-time Health Care Assistant to assist with: student medical care, student CPR certification, and educational "health-related" lessons and interventions as needed.
2.5 Lemoore Online provided educational field trips & other educational engagement activities that build the school culture, sustain the school climate, support student leadership, promote student engagement, and encourage college & career readiness for all students. Field trips were taken to community colleges and universities throughout the school year.
2.6 Lemoore Online has 9 clubs on campus. Club advisors have planned field trips & other educational engagement activities that build the school culture, sustain the school climate, support student leadership, promote student engagement, and encourage college & career readiness for all students. Students have come on campus and participated in club activities. Trips have been taken throughout the school year. Student awards assemblies were held in the fall and spring of the 2025-2026 school year. During those award assemblies, students were honored for their successes as they related to the CLAWS acronym that Lemoore Online implemented as part of PBIS.

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.

NA

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

Lemoore Online had a psychologist and social worker assigned to them to support MTSS. These positions were able to provide counseling and support to students both on and off IEPs. 73% of the students reported that they are familiar with the process of accessing services for personal and/or family issues on the 2026 LCAP survey. 97% of students reported on that same survey that they know where to go for help with a problem. Lemoore Online has established a summer school to address students who are deficient in credits. These students have been enrolled in the needed courses, and the counselor and teachers have met with students and parents to ensure that the master agreement is signed. The Lemoore Online counselor has been in place since the start of the year. The counselor has planned trips for

students to go and explore post-secondary opportunities. The counselor has also held workshops to support FAFSA completion. The counselor at Lemoore Online meets with all students who are struggling to meet one of the big five requirements on the master agreement. All students who are on Tier 2 interact with the counselor to set goals and establish a plan to get them back on track. 30% of the students at Lemoore Online are prepared on the College and Career Indicator. The student groups at Lemoore Online are small, and therefore, most of them have not been assigned a performance color on the dashboard. On the 2026 LCAP survey, 73% of students at Lemoore Online report that they know who their counselor is, 79% of students feel that they are informed about meeting A-G requirements, 87% of students reported that they get information on colleges, careers, and high school graduation, and 81% report that they feel that their school is preparing them for future college/ and or career. Lemoore Online has a part-time health care assistant to assist students with health care needs. This assistant can assist the school in receiving health information related to accommodations and absences.
Lemoore Online has had multiple club events this school year. Lemoore Online has 9 different clubs and added an Art Enrichment Class. Lemoore Online has also added athletics this school year in an effort to increase school spirit. Looking at Spring 2026 LCAP survey results 74% of STUDENTS surveyed "feel like they are part of a school community and have school spirit". This school year, Lemoore Online College Preparatory High School has added signage throughout its campus in an effort to expand PBIS initiatives and increase school spirit and purchased school t-shirts. Lemoore Online also conducts Homeroom Lessons that are related to PBIS. On the 2026 LCAP survey, 59% of students reported that their school is a place where they feel that they belong and are included in activities.

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.

2.7 Math Tutoring was added. LOCPHS lost their math teacher effective June 2025. In order to provide students support in math, tutoring services will be provided. LREBG funding will be utilized to do so.

2.5 Educational Fieldtrips and Engagement Opportunities- Funding was increased to cover the increase in transportation fees and student participation
2.6 Culture, Clubs and PBIS- Funding was reduced as many of the club and parent activities take place at no extra cost.

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	PSYCHOLOGIST & SOCIAL WORKER	Lemoore Online will support students' academic and social-emotional well-being by encouraging social-emotional learning, providing opportunities for positive social interactions, and implementing interventions via the site and district MTSS Plans.	$49,144.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	INTERVENTION, INSTRUCTIONAL PLANNING & DESIGN	Lemoore Online will provide students with appropriate INTERVENTIONS and opportunities for CREDIT RECOVERY to address the following: CREDIT DEFICIENCY, SKILLS DEFICIENCIES, and NEW STUDENT SUPPORT. In addition, STAFF COLLABORATION will be utilized to modify current curriculum and programs to fit the learning needs of all students.	$6,000.00	Yes
2.3	COUNSELOR	The Lemoore Online COUNSELOR will provide a variety of events, resources, supports, and interventions to ensure that all students are "on track" for high school Graduation, College and Career Ready, and Prepared for their future. Opportunities for parent engagement and parent workshops will also be a focus.	$186,570.00	Yes
2.4	HEALTH CARE ASSISTANT	Lemoore Online will provide a full-time Health Care Assistant to assist with: student medical care, student CPR certification, and educational "health-related" lessons and interventions for students as needed.	$47,525.00	Yes
2.5	EDUCATIONAL FIELD TRIPS & ENGAGEMENT OPPORTUNITIES	Lemoore Online will provide educational field trips & other educational engagement activities that build the school culture, sustain the school climate, support student leadership, promote student engagement, and encourage college & career readiness for all students.	$6,500.00	Yes
2.6	CULTURE, CLUBS & PBIS	Lemoore Online will support student engagement and success by providing: a positive school Culture; student Clubs, Activities and Events; an Associated Study Body (ASB) and an ASB Advisor; and a Positive Behavior Intervention and Support (PBIS) program. Opportunities for parent engagement and parent workshops will also be a focus.	$10,000.00	Yes
2.7	Math Tutoring	LOCPHS will provide math tutoring to address low academic performance in the area of math.	$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Lemoore Online will provide a clean, safe, and welcoming environment that supports community engagement and ensures all students have the optimal conditions for learning.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Lemoore Online has grown and evolved significantly since it began 7 years ago. In order to meet the shifting needs of our students, their parents, and the community partners who support our program, Lemoore Online is committed to providing sufficient staffing, facilities, safety systems, and resources to ensure that all students have the optimal conditions for learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Facility Inspection Tool (FIT)	Site Rating on the FIT (Fall 2023) - "Exemplary"	Site Rating on the FIT (Fall 2024) - "Good"	Site Rating on the FIT (Fall 2025) - "Exemplary"	Site Rating on the FIT (2026-2027) - "Exemplary"	Maintained
1	Sufficiency of Materials	Sufficiency of Materials (Spring 2024) - (100%) as reported by Williams	Sufficiency of Materials) - (100%) as reported by Williams	Sufficiency of Materials) - (100%) as reported by Williams	Sufficiency of Materials (2026-2027) - (100%) as reported by Williams	Maintained
6	PARENT & STUDENT Local Survey Data - SAFETY	Spring 2024 LCAP Survey Data - SAFETY 94.1% of PARENTS surveyed "Feel Lemoore Online is a SAFE PLACE"	Spring 2025 LCAP Survey Data - SAFETY 90% of PARENTS surveyed "Feel	Spring 2026 LCAP Survey Data - SAFETY 100% of PARENTS surveyed "Feel	Spring 2027 LCAP Survey Data - SAFETY 99% of PARENTS surveyed "Feel	Spring 2025 LCAP Survey Data - SAFETY 5.9% Increase in PARENTS surveyed who

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		82.9% of STUDENTS reported - "I feel SAFE while at school" *Note - 17.1% of STUDENTS reported "NEUTRAL" in response to this question.	Lemoore Online is a SAFE PLACE" 48% of STUDENTS reported - "I feel SAFE while at school" *Note - "NEUTRAL" was not an option	Lemoore Online is a SAFE PLACE" 81% of STUDENTS reported - "I feel SAFE while at school" *Note - "NEUTRAL" was not an option	Lemoore Online is a SAFE PLACE" 99% of STUDENTS reported - "I feel SAFE while at school"	"Feel Lemoore Online is a SAFE PLACE" 1.9 Decrease in STUDENTS who reported - "I feel SAFE while at school" *Note - "NEUTRAL" was not an option

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.

3.1 Routine maintenance was conducted at Lemoore Online in order to maintain the grounds and the learning environment.
3.2 Lemoore Online has purchased and is utilizing Crisis-Go online platform to promote effective and efficient communication with all LUHSD schools and the Lemoore Online students and staff as it relates to safety. Drills have been completed using the Crisis-Go app. Lemoore Police Department did a training using Crisis-Go to ensure that they were familiar with the platform and how it pertains to LOCPHS if they are to go into a lockdown situation. Lemoore Online also has a campus supervisor assigned to assist the campus with supervision.

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.

NA

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

Although routine maintenance has been conducted at Lemoore Online the site rating on the FIT moved from Exemplary in Fall 2023 to Good in the Fall of 2024 then back to Exemplary in Fall 2025. This indicates a need for Lemoore Online to continue to maintain and upgrade buildings, grounds and the learning environment to ensure optimal conditions for teaching and learning. On the 2026 LCAP survey 75% of students who took the survey felt that the facilities and classrooms are kept clean. Lemoore Online has implemented Crisis Go and has a

campus security guard assigned to assist with the campus safety. On the 2025 LCAP survey 84% of students reported that they feel safe while they are at school.

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 to planned goals or metrics.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	BUILDINGS, GROUNDS & the LEARNING ENVIRONMENT	Lemoore Online will maintain and upgrade buildings, grounds and the learning environment to ensure optimal conditions for teaching and learning.	$1,500.00	No
3.2	SAFETY SYSTEMS	Lemoore Online will provide, and maintain, a comprehensive school site safety system as well as the necessary training, personnel, and equipment applicable to both the online and physical learning environments.	$38,009.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$271,028.00	$9,297.00

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
14.342%	0.000%	$0.00	14.342%

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
1.2	**Action:** PROFESSIONAL DEVELOPMENT **Need:** WASC Identified Need; LCAP Survey Data **Scope:** LEA-wide	This action demonstrates Lemoore Online's commitment to ensuring that all staff remain up-to-date with current research-based "best practices" when it comes to ensuring that our online independent study students have the skills, support, and resources necessary for success. PROFESSIONAL DEVELOPMENT occurs in variety of areas relevant to the uniqueness of the program's design, including: English Learner instruction/ELD and support; Universal Design for	Graduation Rate (per CA Dashboard) • (+2% yearly) CAASPP Academic Performance data (per CA Dashboard) • CAASPP/ELA = 53% by next year w/ Hispanic

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
		Learning (UDL) and its focus on diverse learning styles, equity of access, addressing barriers to learning, and fostering personalized learning paths; Social Emotional Learning (SEL); Trauma-Informed Practices (TIPS); AVID Strategies; English Learner Strategies; and Teaching Practices/Interventions specifically designed for the online learning environment.	students & Soc. Eco. Disadvantaged students BOTH increasing 50+ points to approach the standard each year • CAASPP/MATH = 15% by next year • CAST = 20% by next year
1.3	**Action:** ONLINE CURRICULUM **Need:** College Readiness & Credit Recovery for Unduplicated Students **Scope:** LEA-wide	This action ensures all students have access to our online curriculum - Edgenuity. The curriculum offers college preparatory, A-G, NCAA-approved, and credit recovery courses. Online virtual tutors are also available through this program.	Graduation Rate (per CA Dashboard) • (+2% yearly) "F" rate • Reduce to 3% by next year CCI Indicator (per CA Dashboard) • 40% prepared by next year
1.5	**Action:** ACADEMIC INTERVENTION - ELA **Need:** WASC Identified Need; CAASPP Academic Performance **Scope:**	This action addresses the on-going need to specifically target and support academic instruction and assessment in English Language Arts (ELA). While Lemoore Online's CAASPP Academic Performance Data for ELA has remained steady, the challenge of providing writing intervention in the online environment needs to be addressed. This action will provide collaborative networks between site, district and county staff to	CAASPP Academic Performance data (per CA Dashboard) • CAASPP/ELA = 53% by next year w/ Hispanic students & Soc. Eco. Disadvantaged

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
	LEA-wide	develop systems of intervention for ELA. Online tools/curricula specifically designed to assess student proficiency and then provide targeted and adaptive support for growth areas will be provided. *The GOAL is increasing the percentage of students who score Proficient/Advanced on the CAASPP.	students BOTH increasing 50+ points to approach the standard each year • CAASPP/MATH = 15% by next year • CAST = 20% by next year ELPAC Academic Performance data (per CA Dashboard) • 37.5% score "Moderate or Well Developed" by next year "F" rate • Reduce to 3% by next year CCI Indicator (per CA Dashboard) • 40% prepared by next year
1.6	**Action:** ACADEMIC INTERVENTION - MATH **Need:** WASC Identified Need; CAASPP Academic Performance **Scope:**	This action addresses the on-going need to specifically target and support academic instruction and assessment in Math. CAASPP Academic Performance in Math at Lemoore Online has remained low. In addition, many Lemoore Online students are enrolled in Credit Recovery Math Classes and thus miss the opportunity to explore and learn more advanced topics found in	CAASPP Academic Performance data (per CA Dashboard) • CAASPP/ELA = 53% by next year w/ Hispanic students & Soc. Eco.

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
	LEA-wide	upper level math classes (AND tested on the CAASPP for Math). This action will provide collaborative networks between site, district and county staff to develop systems of intervention for Math. Online tools/curricula specifically designed to assess student proficiency and then provide targeted and adaptive support for growth areas will be provided. *The GOAL is increasing the percentage of students who score Proficient/Advanced on the CAASPP.	Disadvantaged students BOTH increasing 50+ points to approach the standard each year • CAASPP/MATH = 15% by next year • CAST = 20% by next year "F" rate • Reduce to 3% by next year CCI Indicator (per CA Dashboard) • 40% prepared by next year
1.7	**Action:** ELD PROGRAM **Need:** WASC Identified Need; ELPAC Academic Performance; Provide English Learner students Designated Instruction in ELD and support their experience as online students **Scope:** LEA-wide	This action will provide the resources, technology, professional development, and curriculum necessary to develop and maintain a fully-functioning ELD program. Lemoore Online's English Learners will participate in an ELD Homeroom class led by a Lemoore Online credentialed teacher. This ELD class will be grounded in a standards-based curriculum and supported by a mixture of synchronous and asynchronous learning opportunities. Preparation for the ELPAC will be included. *The GOAL is increasing the percentage of students who score a "3" or a "4" on the ELPAC as well as increasing the percentage of ELs who are redesigned each	ELPAC Academic Performance data (per CA Dashboard) • 37.5% score "Moderate or Well Developed" by next year "F" rate • Reduce to 3% by next year

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
		year. All EL students will be encouraged to pursue the Seal of Bi-literacy.	
1.8	**Action:** Social Science Teacher to Reduce Caseload **Need:** CAASPP - (ELA) 2021 = (49%) “Met/Exceeded” standard 2022 = (48%) “Met/Exceeded” standard 2023 = (51%) “Met/Exceeded” standard 2024 = (38%) “Met/Exceeded” standard 2025 = (43%) “Met/Exceeded” standard *2025 Student Groups* • Hispanic (63.7 points BELOW standard) • Soc. Eco. Dis (SED) (80.6 points BELOW standard) **Scope:** LEA-wide		CAASPP - (ELA) (60%) “Met/Exceeded” standard / (77 points BELOW standard) *Student Groups* • Hispanic (81.4 points BELOW standard) • Soc. Eco. Dis (SED) (90.3 points BELOW standard)
2.1	**Action:** PSYCHOLOGIST & SOCIAL WORKER **Need:** LCAP Survey Data - Educational Partners indicated continued need for SEL, MTSS, Intervention, Students and Parent Workshops/Groups/Supports. **Scope:** LEA-wide	This action makes possible the collaborative partnership between the LUHSD Student Services Department and Lemoore Online. A part-time psychologist and part-time Social Worker will: create ENRICHMENT opportunities, provide individualized academic and socio-emotional support, attend IEP/SST meetings, monitor students in the site's MTSS Intervention System, provide SEL lessons to students and staff, offer crisis intervention services, and connect students/families to community resources/wrap-around services as needed.	Yearly ADA Rate; LCAP Survey Results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.2	**Action:** INTERVENTION, INSTRUCTIONAL PLANNING & DESIGN **Need:** Credit Recovery; Equity of Access to the Online Curriculum/UDL **Scope:** LEA-wide	Lemoore Online will provide students with appropriate INTERVENTIONS and opportunities for CREDIT RECOVERY to address the following: CREDIT DEFICIENCY, SKILLS DEFICIENCIES, and NEW STUDENT SUPPORT. This action includes the yearly SUMMER SCHOOL program for credit recovery. In addition, STAFF COLLABORATION between the site, district, and county will be utilized to modify current curriculum /assessment/intervention in order to better address the learning needs of all students according to the UDL principles.	Graduation Rate (per CA Dashboard); CCI (Per CA Dashboard); Dual Enrollment Rate; "F" Rate
2.3	**Action:** COUNSELOR **Need:** LCAP Survey Data - Educational Partners indicated continued need for Support & Intervention re: College and Career Readiness, Financial Aid, College Planning, CTE offerings, etc. **Scope:** LEA-wide	This action aims to increase the Graduation Rate, the Dual Enrollment Rate, and the overall rate of College and Career Readiness/CCI as measured by the CA Dashboard. The Lemoore Online Counselor will ensure that all students are enrolled in the correct classes and on the pathway to high school graduation (i.e. credit recovery, transcript analysis, fulfillment of graduation requirements, etc.). Access to Dual Enrollment classes, and supporting dual-enrolled students, will be a focus. The Counselor will also work to create and maintain a college-ready atmosphere and encourage students to explore college and career options. As a member of the MTSS Leadership Team, the WASC Leadership Team, and the PBIS Leadership Team, the Lemoore Online Counselor will also work to establish a positive school culture and climate.	Graduation Rate (per CA Dashboard); CCI (Per CA Dashboard); Dual Enrollment Rate; LCAP Survey Results
2.4	**Action:** HEALTH CARE ASSISTANT **Need:** Absenteeism	This action makes possible the collaborative partnership between the LUHSD Nurses and Lemoore Online. The Health Care Assistant will promote the HEALTH & WELLNESS of our students thereby reducing Absenteeism. The	Yearly ADA Rate; LCAP Survey Results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	Health Care Assistant will also promote EQUITY OF ACCESS to education by actively engaging with students and their families to identify and address health needs and barriers.	
2.5	**Action:** EDUCATIONAL FIELD TRIPS & ENGAGEMENT OPPORTUNITIES **Need:** WASC Identified Need; College & Career Readiness; Absenteeism; LCAP Survey Data - Educational Partners indicated interest in continuing to provide educational field trips & engagement opportunities. **Scope:** LEA-wide	Lemoore Online will provide educational FIELD TRIPS & other EDUCATIONAL ENGAGEMENT OPPORTUNITIES that build the school culture, sustain the school climate, support student leadership, promote student engagement, and encourage college & career readiness for all students. Students will have the opportunity to experience/explore a variety of post-secondary options including: community colleges, technical schools, trade schools, 4-year universities (UC and California State Universities), etc. A focus on the connection between college programs and career options will be emphasized. Families will be supported via a series of online and in-person workshops and guest speakers re: college entrance requirements, financial aid, study abroad, student clubs and support organizations, etc.	Yearly ADA Rate; Student Engagement Rate - Homeroom & Clubs; Graduation Rate (per CA Dashboard); CCI (Per CA Dashboard); Dual Enrollment Rate; LCAP Survey Results
2.6	**Action:** CULTURE, CLUBS & PBIS **Need:** WASC Identified Need; LCAP Survey Data - Educational Partners indicated the continued need for increasing opportunities for student engagement, social interaction with peers, and activities/events that build school connectedness and culture. **Scope:**	This action will encourage student engagement and academic success by providing: a positive school Culture; student Clubs, Activities and Events; an Associated Study Body (ASB) and an ASB Advisor; and a Positive Behavior Intervention and Support (PBIS) program. Lemoore Online has recently updated both its mascot and logo. In an effort to build a sense of school spirit and a positive school community these new symbols will be proudly displayed on school banners, signs, posters, and a variety of school spirit gear (e.g. shirts, scarves, stickers, hats, water bottles, etc.) available in our student store. Opportunities for	Yearly ADA Rate; Student Engagement Rate - Homeroom & Clubs; LCAP Survey Results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	parent engagement and parent workshops will also be a focus.	
2.7	**Action:** Math Tutoring **Need:** CAASPP - (Math) 2021 = (8%) “Met/Exceeded” standard 2022 = (16%) “Met/Exceeded” standard 2023 = (2%) “Met/Exceeded” standard / (189.4 points BELOW standard) 2024 = (4.2%) “Met/Exceeded” standard 2025 = (4.7%) “Met/Exceeded” standard *2023 Student Groups* • Hispanic (184.2 points BELOW standard) • Soc. Eco. Dis (SED) (193.4 points BELOW standard) **Scope:** LEA-wide		CAASPP - (Math) (15%) “Met/Exceeded” standard / (160.4 points BELOW standard) Student Groups • Hispanic (164.2 points BELOW standard) • Soc. Eco. Dis (SED) (173.4 points BELOW standard) • Foster Youth- No Scores Available
3.2	**Action:** SAFETY SYSTEMS **Need:** LCAP Survey Data - Educational Partners indicated importance of up-to-date safety systems. **Scope:** LEA-wide	This action will provide, and maintain, a comprehensive school site safety system as well as the necessary training, personnel, and equipment applicable to both the online and physical learning environments. A campus monitor will help ensure the security and safety of our physical campus. Additionally, and in alignment with all LUHSD schools, Lemoore Online will utilize the Crisis-Go online platform to promote effective and efficient communication with all LUHSD schools and the Lemoore Online students	LCAP Survey Results 96% of PARENTS surveyed "Feel Lemoore Online is a SAFE PLACE" (maintain current levels, and increase 3+% yearly to 99%)

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
		and staff as it relates to our safety protocols, procedures and plans.	88% of STUDENTS reported - "I feel SAFE while at school" (maintain current levels, and increase 3+% yearly to 99%)

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.

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	1,889,751.00	$271,028.00	14.342%	0.000%	14.342%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$388,748.00	$115,755.00	$0.00	$0.00	$504,503.00	$435,503.00	$69,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	TECHNOLOGY PROGRAM	All	No			All Schools 9-12	3 years	$0.00	$5,000.00	$5,000.00				$5,000.00	
1	1.2	PROFESSIONAL DEVELOPMENT	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	3 years	$0.00	$5,000.00	$5,000.00				$5,000.00	
1	1.3	ONLINE CURRICULUM	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	3 years	$0.00	$20,000.00	$20,000.00				$20,000.00	
1	1.4	DUAL ENROLLMENT	All	No			All Schools 9-12	3 years	$0.00	$5,500.00	$5,500.00				$5,500.00	
1	1.5	ACADEMIC INTERVENTION - ELA	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	3 years	$0.00	$1,500.00	$1,500.00				$1,500.00	
1	1.6	ACADEMIC INTERVENTION - MATH	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	3 years	$0.00	$1,500.00	$1,500.00				$1,500.00	
1	1.7	ELD PROGRAM	English Learners English Learners	No Yes	LEA-wide	English Learners	All Schools 9-12	3 years	$0.00	$5,000.00	$5,000.00				$5,000.00	
1	1.8	Social Science Teacher to Reduce Caseload	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12		$90,755.00	$0.00		$90,755.00			$90,755.00	

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
2	2.1	PSYCHOLOGIST & SOCIAL WORKER	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	3 years	$49,144.00	$0.00	$49,144.00				$49,144.00	
2	2.2	INTERVENTION, INSTRUCTIONAL PLANNING & DESIGN	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	3 years	$0.00	$6,000.00	$6,000.00				$6,000.00	
2	2.3	COUNSELOR	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	3 years	$186,570.00	$0.00	$186,570.00				$186,570.00	
2	2.4	HEALTH CARE ASSISTANT	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	3 years	$47,525.00	$0.00	$47,525.00				$47,525.00	
2	2.5	EDUCATIONAL FIELD TRIPS & ENGAGEMENT OPPORTUNITIES	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	3 years	$0.00	$6,500.00	$6,500.00				$6,500.00	
2	2.6	CULTURE, CLUBS & PBIS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	3 years	$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.7	Math Tutoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12		$25,000.00	$0.00		$25,000.00			$25,000.00	
3	3.1	BUILDINGS, GROUNDS & the LEARNING ENVIRONMENT	All	No			All Schools 9-12	3 years	$0.00	$1,500.00	$1,500.00				$1,500.00	
3	3.2	SAFETY SYSTEMS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	3 years	$36,509.00	$1,500.00	$38,009.00				$38,009.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,889,751.00	$271,028.00	14.342%	0.000%	14.342%	$376,748.00	0.000%	19.936 %	**Total:**	$376,748.00
								LEA-wide Total:	$376,748.00
								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	1.2	PROFESSIONAL DEVELOPMENT	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$5,000.00	
1	1.3	ONLINE CURRICULUM	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$20,000.00	
1	1.5	ACADEMIC INTERVENTION - ELA	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$1,500.00	
1	1.6	ACADEMIC INTERVENTION - MATH	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$1,500.00	
1	1.7	ELD PROGRAM	Yes	LEA-wide	English Learners	All Schools 9-12	$5,000.00	
1	1.8	Social Science Teacher to Reduce Caseload	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12		
2	2.1	PSYCHOLOGIST & SOCIAL WORKER	Yes	LEA-wide	English Learners Foster Youth	All Schools 9-12	$49,144.00	

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 (%)
					Low Income			
2	**2.2**	INTERVENTION, INSTRUCTIONAL PLANNING & DESIGN	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$6,000.00	
2	**2.3**	COUNSELOR	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$186,570.00	
2	**2.4**	HEALTH CARE ASSISTANT	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$47,525.00	
2	**2.5**	EDUCATIONAL FIELD TRIPS & ENGAGEMENT OPPORTUNITIES	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$6,500.00	
2	**2.6**	CULTURE, CLUBS & PBIS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$10,000.00	
2	**2.7**	Math Tutoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12		
3	**3.2**	SAFETY SYSTEMS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$38,009.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$492,074.00	$492,074.00

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**	TECHNOLOGY PROGRAM	No	$5,000.00	5,000.00
1	**1.2**	PROFESSIONAL DEVELOPMENT	Yes	$5,000.00	$5,000.00
1	**1.3**	ONLINE CURRICULUM	Yes	$25,000.00	$25,000.00
1	**1.4**	DUAL ENROLLMENT	No	$500.00	$500.00
1	**1.5**	ACADEMIC INTERVENTION - ELA	Yes	$1,500.00	$1,500.00
1	**1.6**	ACADEMIC INTERVENTION - MATH	Yes	$1,500.00	$1,500.00
1	**1.7**	ELD PROGRAM	No Yes	$5,000.00	$5,000.00
1	**1.8**	Social Science Teacher to Reduce Caseload	Yes	$87,559.00	$87,559.00
2	**2.1**	PSYCHOLOGIST & SOCIAL WORKER	Yes	$47,413.00	47,413.00
2	**2.2**	INTERVENTION, INSTRUCTIONAL PLANNING & DESIGN	Yes	$6,000.00	$6,000.00

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)
2	**2.3**	COUNSELOR	Yes	$180,000.00	$180,000.00
2	**2.4**	HEALTH CARE ASSISTANT	Yes	$46,593.00	$46,593.00
2	**2.5**	EDUCATIONAL FIELD TRIPS & ENGAGEMENT OPPORTUNITIES	Yes	$4,000.00	$4,000.00
2	**2.6**	CULTURE, CLUBS & PBIS	Yes	$12,500.00	$12,500.00
2	**2.7**	Math Tutoring	Yes	$25,000.00	$25,000.00
3	**3.1**	BUILDINGS, GROUNDS & the LEARNING ENVIRONMENT	No	$1,500.00	$1,500.00
3	**3.2**	SAFETY SYSTEMS	Yes	$38,009.00	$38,009.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$257,345.00	$372,515.00	$372,515.00	$0.00	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	1.2	PROFESSIONAL DEVELOPMENT	Yes	$5,000.00	$5,000.00		
1	1.3	ONLINE CURRICULUM	Yes	$25,000.00	$25,000.00		
1	1.5	ACADEMIC INTERVENTION - ELA	Yes	$1,500.00	$1,500.00		
1	1.6	ACADEMIC INTERVENTION - MATH	Yes	$1,500.00	$1,500.00		
1	1.7	ELD PROGRAM	Yes	$5,000.00	$5,000.00		
1	1.8	Social Science Teacher to Reduce Caseload	Yes				
2	2.1	PSYCHOLOGIST & SOCIAL WORKER	Yes	$47,413.00	$47,413.00		
2	2.2	INTERVENTION, INSTRUCTIONAL PLANNING & DESIGN	Yes	$6,000.00	$6,000.00		
2	2.3	COUNSELOR	Yes	$180,000.00	$180,000.00		
2	2.4	HEALTH CARE ASSISTANT	Yes	$46,593.00	$46,593.00		
2	2.5	EDUCATIONAL FIELD TRIPS & ENGAGEMENT OPPORTUNITIES	Yes	$4,000.00	$4,000.00		
2	2.6	CULTURE, CLUBS & PBIS	Yes	$12,500.00	$12,500.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.7**	Math Tutoring	Yes				
3	**3.2**	SAFETY SYSTEMS	Yes	$38,009.00	$38,009.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$1,811,716.00	$257,345.00	0.000%	14.204%	$372,515.00	0.000%	20.561%	$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 32526(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 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

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

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

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