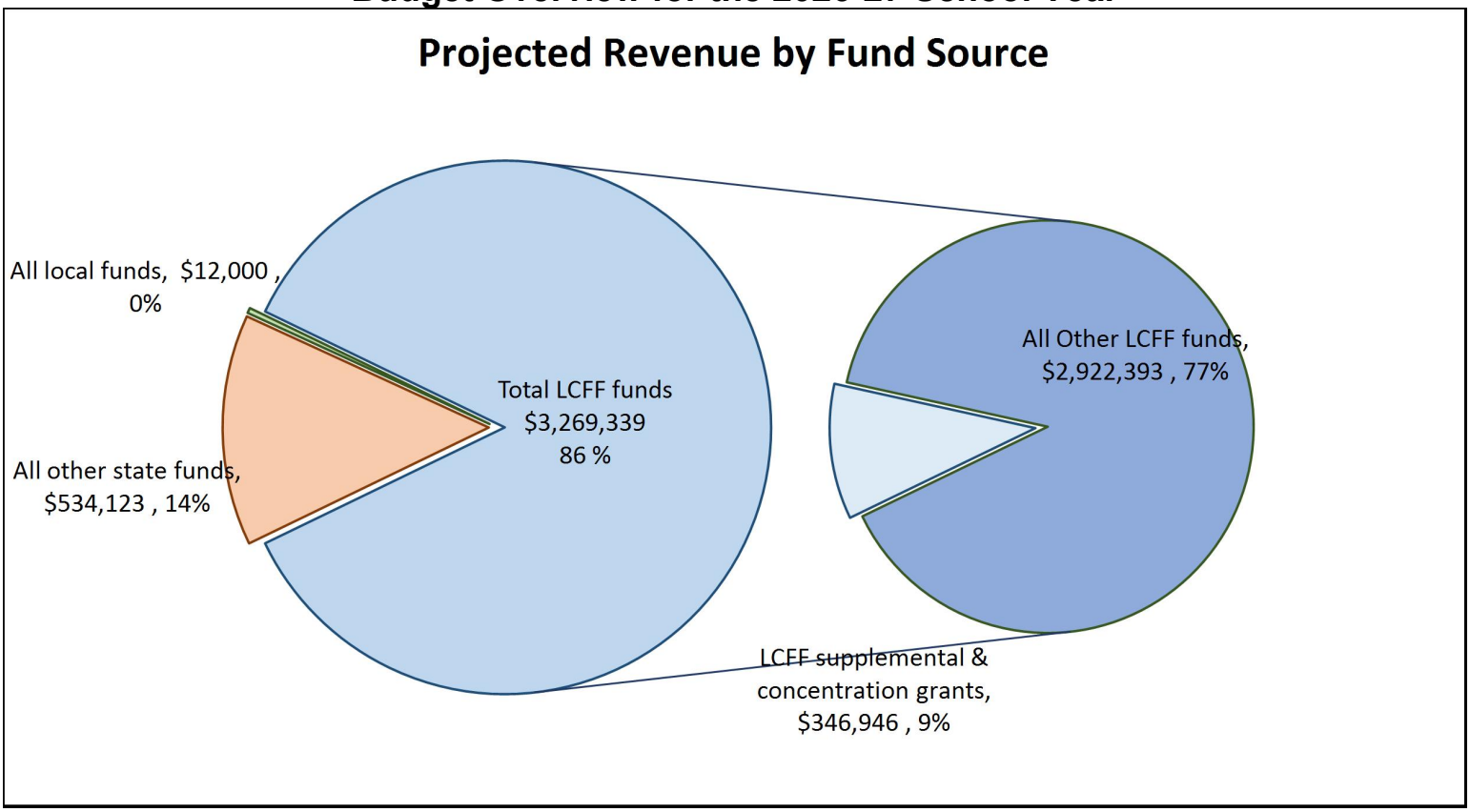
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Stellar Charter School
CDS Code: 45 70110 0135889
School Year: 2026-27
LEA contact information:
Heidi Schueller
Director
hschueller@rsdnmp.org
530-245-7730

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 Stellar Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Stellar Charter School is $3,815,462, of which $3,269,339 is Local Control Funding Formula (LCFF), $534,123 is other state funds,

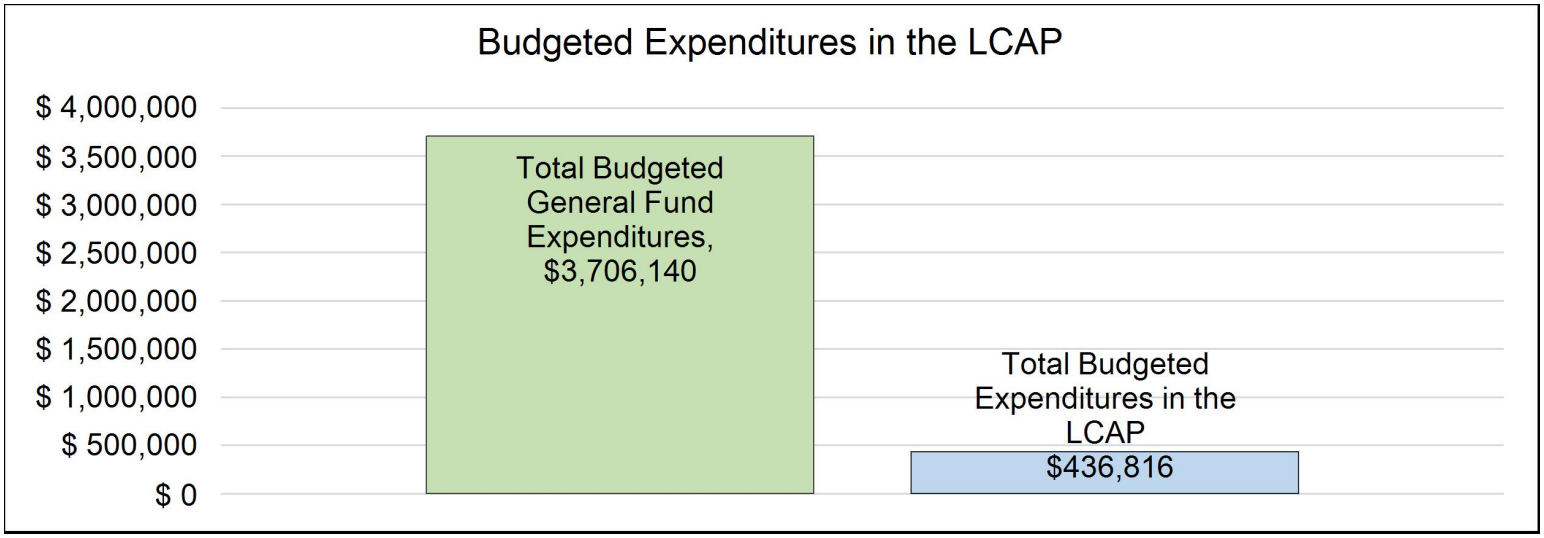
$12,000 is local funds, and $0 is federal funds. Of the $3,269,339 in LCFF Funds, $346,946 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The charts in the Budget Overview for Parents are automatically generated based on your updates in the input form of the standalone template in DTS. There is no need to insert images.

Please contact DTS if you would like support with overlapping labels. Thank you!

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 Stellar Charter School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Stellar Charter School plans to spend $3,706,140 for the 2026-27 school year. Of that amount, $436,816 is tied to actions/services in the LCAP and $3,269,324 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

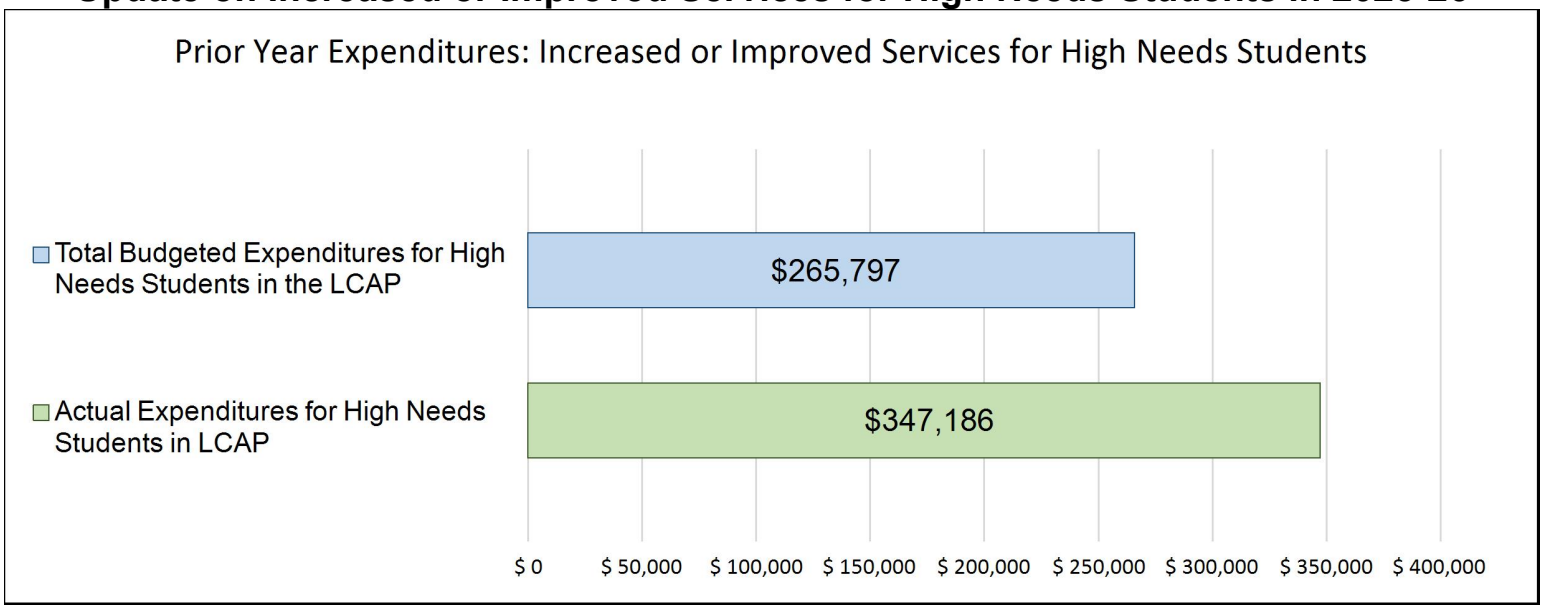
The District's budget other than specific actions noted in the LCAP consists of general operating expenditures, such as general education classroom Teachers, Special Education services, Instructional Assistants, Instructional Materials, Transportation services, Athletics, Utilities, Custodial services, Maintenance services, Technology Support, and general supplies.

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

In 2026-27, Stellar Charter School is projecting it will receive $346,946 based on the enrollment of foster youth, English learner, and low-income students. Stellar Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Stellar Charter School plans to spend $352,706 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 Stellar Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Stellar Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Stellar Charter School's LCAP budgeted $265,797 for planned actions to increase or improve services for high needs students. Stellar Charter School actually spent $347,186 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $81,389 had the following impact on Stellar Charter School’s ability to increase or improve services for high needs students:

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Stellar Charter School	Heidi Schueller Director	hschueller@rsdnmp.org 530-245-7730

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.

Stellar Charter School was founded in 1999 as a K-8 Independent Study Charter School. In 2002, Stellar Charter High School opened its doors to students in grades 9-11. Grade 12 was added in the 2003-2004 school year, allowing the first class of seniors to graduate in June 2004. In June, 2017, both charters merged, thus becoming Stellar Charter School, a single TK-12th Grade Charter School. The school is a dependent charter of the Redding Elementary School District and shares a campus with the Redding School District.

Stellar Charter School is located in Redding, California, approximately 160 miles north of Sacramento. We currently serve approximately 250 students in grades TK-12. The school's total unduplicated population for 2025-26 is 45%: 0% Foster, 2% Homeless Youth, 45% Socioeconomically Disadvantaged, 0% English Learner and 13% Students with Disabilities.

As a dependent charter to the district, Stellar offers a wide variety of services and programs designed to honor diversity, foster racial equity and inclusion, and promote social-emotional well-being for all students through personalized supports and strong, collaborative partnerships with families.

Stellar Charter School is primarily a homeschool program with flex-based options for engaging in the Stellar Charter School program such as: homeschool only, homeschool with onsite enrichment, homeschool with direct instruction from credentialed teachers in core subjects, online options, concurrent enrollment classes at Shasta College, or a combination of these options. Stellar Charter School has a track record of

providing a rigorous academic program as well as enrichment opportunities in a safe environment for students who desire an alternative to the traditional public education system with positive pupil outcomes.
Our K-5th grade program provides music, art, science, reading/writing, and math enrichment classes. While our 6th-8th grade onsite options include math, writing, science, and electives. Our high school master schedule offers a complete offering of rigorous a-g classes that can be taken onsite with highly qualified certificated teachers, as well as concurrent classes taken at Shasta College. In addition a full menu of a-g courses, CTE courses and/or AP courses are available through an online vendor.

The school strives to provide flexible and personalized options that meet student's individual needs. Stellar offers field trips and college speakers to expose students to a myriad of opportunities available to them following graduation. Students visit campuses such as Chico State, Humboldt State, Butte College, Shasta College, Southern Oregon University, and Simpson College. These visits are for college tours as well as CTE exposure.

Additionally, a Parent Advisory Committee (PAC) encourages parents to support the school culture and is utilized to review and give input on school plans.

Reflections: Annual Performance

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

Through the reflective and collaborative efforts of our educational partners, the following changes and developments have been identified as the most significant.

Math Intervention - School data continues to identify a need for quality math first instruction and math intervention support. In the 2025-26 school year there were several changes made to the math department. The first major change was the hiring of a middle school/high school math interventionist who utilized the MDTP to identify students' individual math needs and plan for instruction to target these needs. Preliminary data shows that students who participated in the intervention, made solid gains. While, those who chose not to participate, did not. An ongoing effort to problem solve how to provide services to at home students were uninterested, unwilling, or unable to participate in intervention continues to be a top priority of the math team and school. The first half of the school year, middle school students participated in a hybrid online and virtual teacher through our online Courseware/Edmentum partners. Some students thrived with the additional at home tutoring provided by the program, while others struggled with the format. In October, the school hired a middle school math teacher who launched at school enrichment starting in January 2026. Working closely with our math interventionist, implementing 'Thinking Classrooms' and adding additional supports to our online classroom were all positive instructional choices within the program.

Reading Intervention - A part time, certificated, reading interventionist was hired in 21/22 to support students in need of reading intervention. The teacher was supported with a multitude of research-based professional development opportunities as well as curriculum purchases to support the school's mission in meeting the academic needs of our students. While providing intervention in a homeschool setting can be challenging, the school is committed to developing and providing online, virtual, and in person options to support students. A curriculum coach was hired one day a week to work with staff and families on providing research based strategies targeted at the five pillars of reading

instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. A group of K/1 parents partnered with our staff in launching "Heggerty Heros;" a research based approach to targeting phonemic awareness and phonics instruction to our youngest students. In addition, the quarterly meetings provided training in instructional strategies supporting fluency, vocabulary development and comprehension. Families were provided with supplementary materials to target each of the five pillars. Schoolwide, the staff developed "Wildly Important Goals - WIGS and put into practice the 4 Disciplines of of Execution. Giving special attention to reading fluency, sight word mastery and comprehension. Students were rewarded as they met benchmarks in their AR goals and STAR assessments. In addition a summer intervention program was implemented for identified students needing additional support. Videos were made to share with parents in how to implement the at home reading program with fidelity. Students who completed at home reading over the summer were rewarded.

SEL - Stellar continues to prioritize Social Emotional Learning and engaged in three days of professional development around "Leader In Me" curriculum which is based on Stephen Covey's, 7 Habits of Highly Effective People. The Lighthouse Team continued their work and focus around culture, leadership or academic sub-groups to further focus on LCAP and WASC goals.The Leadership club in both middle school and high school continued to flourish taking on morning messages, food drive, book drive, kindness week, and starting a rock garden. We dedicated time in all classes to give Leader in Me lessons which support students in SEL as well as provided opportunities for developing executive functioning skills that contribute to overall academic and social success. The staff began piloting portfolios with individual students and families to specifically target student academic goals and leadership development.

CA Dashboard Reflections:

Stellar had some highlights and some areas we can improve on our 2024 dashboard. Stellar received a "blue" performance level in the areas of ELA (16 points above standard and increased by 16.2 points) and Suspension was "green" (1% suspended at least one day and increased by 0.7%). Stellar was in "yellow" for Chronic Absenteeism (3% and increased by 0.9%) and "yellow" for math (35.2 points below standard - increased by 9.9 points). Stellar met all local indicators and had too few students to receive performance levels in Graduation Rate (88.2% graduated and declined by 11.8%), English Learner Progress, and College/Career (Prepared 41.2% - declined by 11.5%).

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Student Council Meeting 5-8th Grades	April 16, 2026 and April 28, 2026
Student Meeting High School	April 15, 2016
Parent and Community	In person event: April 20th, 23 and In person evening event on April 20, 2026
Students	Student Surveys shared February 11- 21, 2026, Student meeting held with middle school students Apri 28 and high school April 15th.
Staff - Classified	Survey shared February 11-21, 2025
Staff - Certificated	Survey shared February 11-21, 2025. Leadership Team meeting June 8th.
Staff - Certificated and Classified	LCAP year 3 update shared April 17, 2026.

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

Feedback from parents, students, staff and community reflect the satisfaction the school community has for Stellar Charter School. Needs identified were continued enrichment activities for all grade levels (field trips + enrichment), continued campus safety and a culture of connectedness (parent partnerships, field trips, enrichment opportunities, parent support for homeschooling, school counselor), standards aligned curriculum choices, opportunities for student voice and involvement (Leadership Opportunities, Kindness Clubs), and providing additional information and opportunities with CTE.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Support academic performance and student growth by providing high-quality curriculum and instruction, enrichment, intervention, and support for our families.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
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.

Based on local and state data, including parent, student and staff surveys, the school has determined a focus on academic achievement and enrichment is imperative to our school and student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.a	Priority 1: Teacher Assignment: Fully credentialed in the subject areas and for the pupils they are teaching.	52.90%	100%	100%	Greater than 56%	EC 44865 describes valid teaching credentials in California. Under this Ed Code section, all of Stellar Charter School's teachers are deemed as 'qualifying' for

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Independent Study.
1.b	Priority 1: 100% of students will have sufficient access to standards-aligned curriculum as measured by the annual board resolution on state aligned textbook sufficiency.	100%	100%	100%	Maintain 100%	No Change.
1.c	Priority 2: 100% of teachers will feel prepared when monitoring CA standards alignment when overseeing individual student educational plans and monitoring work samples in our homeschool setting.	100%	100%	100%	Maintain 100%	No Change.
1.d	Priority 2: 100% of teachers teaching CORE subjects will feel prepared to teach CA standards.	100%	100%	100%	Maintain 100%	No Change.
1.e	Priority 2: Teachers will use formative and summative schoolwide data to personalize individual student educational plans.	100%	100%	100%	Maintain 100%	No Change.
1.f	Priority 2: Teachers will participate in professional learning to	Six professional development meetings a year.	Ten professional development meetings held.	Thirteen professional	Six professional development meetings a year.	Increase of three.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	increase their repertoire of instructional and behavioral strategies to support students academic performance and social-emotional needs.			development meetings held.		
1.g	Priority 2: The programs and services Stellar offers will enable English Learners to access the CA standards and the ELD standards.	Student group is too small to report out on.	Student group is too small to report out on.	Student group is too small to report out on.	100% compliance.	No Change.
1.h	Priority 4: Increase CAASPP ELA achievement	24.8 points above standard in 2023	0.2 points below standard in 2024.	16 points above standard in 2025.	33.8 points above standard	Increased by 16.2 points
1.i	Priority 4: Increase CAASPP Math achievement.	44.1 points below standard in 2023.	45.1 points below standard	35.2 points below standard in 2025	35.1 points above standard	increased by 9.9 points
1.j	Priority 4: Increase Science Achievement	43.4% met or exceeded standard for Science.	3.9 points below standard.	54.5 science points	50% meet or exceed standard for Science	declined 6.2 points
1.k	Priority 7: Maintain a program to provide ELL students with a personalized learning plan and ELL services that increases ELL proficiency and reclassification.	Student group is too small to report out on.	Student group is too small to report out on.	Student group is too small to report out on.	Maintain a program to ensure proficiency and reclassification for ELL students	No Change.
1.l	Priority 8: Kindergarteners will master 26/26 letter sounds by T2 and 1st graders will meet T2	K Letter Sounds 52% 1st grade HFW: 23%	K Letter Sounds: 76% 1st grade HFW: 55%	K Letter Sounds: 57% 1st grade HFW: 63%	K 61% or better 1st graders 32% or better	K Letter Sounds: 24% increase 1st grade HFW: 32% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	benchmarks in High Frequency Words.					
1.m	Priority 8: 2nd-8th Graders will increase overall proficiency in fluency as evidenced by increases in meeting T2 benchmarks for reading fluency.	2nd grade:95% 3rd grade: 79% 4th grade: 62% 5th grade: 84% 6th grade: 71% 7th grade: 60% 8th grade: 65%	2nd grade: 31% 3rd grade: 88% 4th grade: 69% 5th grade: 89% 6th grade: 84% 7th grade: 61% 8th grade: 69%	2nd grade: 27% 3rd grade: 54% 4th grade: 71% 5th grade: 75% 6th grade: 71% 7th grade: 71% 8th grade: 58%	2nd grade:100% 3rd grade: 88% 4th grade: 71% 5th grade: 93% 6th grade: 80% 7th grade: 69% 8th grade: 74%	Grade levels varied in growth and decline.
1.n	Priority 8: Kindergarteners will increase their overall proficiency in math as evidenced by T2 counting to 50 benchmark.	62%	65%	83%	71%	Increase of 18%
1.o	Priority 8: 1st-11th graders will increase their overall proficiency in math as evidenced by progress on T2 math benchmarks.	1st grade: 46% 2nd grade 58% 3rd grade: 79% 4th grade: 71% 5th grade: 40% 6th grade: 48% 7th grade: 40% 8th grade: 35% NOTE: Based on STAR Math results. 9th Grade: 56% Proficient on school benchmarks. 10th Grade: <10 Students 11th Grade: 61% NOTE: Based on FIAB's	1st grade: 86% 2nd grade 67% 3rd grade: 90% 4th grade: 80% 5th grade: 80% 6th grade: 67% 7th grade: 65% 8th grade: 69% NOTE: 1-8 based on STAR Math results. 9th Grade: 53% 10th Grade: 68% 11th Grade: <10 students NOTE: 9-12 based on FIAB's	1st grade: 79% 2nd grade: 46% 3rd grade: 69% 4th grade: 83% 5th grade: 67% 6th grade: 42% 7th grade: 50% 8th grade: 37% NOTE: 1-8 based on STAR Math results. 9th Grade: 18% 10th Grade: 7% 11th Grade: 8% NOTE: 6th-11th grade based on MDTP	1st grade: 55% 2nd grade 67% 3rd grade: 88% 4th grade: 80% 5th grade: 49% 6th grade: 57% 7th grade: 49% 8th grade: 44% NOTE: Based on STAR Math results. 9th Grade: 65% Proficient on school benchmarks. 10th Grade: <10 Students 11th Grade: 70% NOTE: Based on FIAB's	1st through 5th grade math SS were moved to state benchmarks In STAR versus district benchmarks in an attempt to be a better predictor of state assessment proficiency. 6th-11th grade started using the MDTP to track growth on math standards/proficiency.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.p	Priority 7: Maintain a Broad Course of Study	100% of students have access to a broad course of study as evidenced by the master schedule and course offerings.	100% of students have access to a broad course of study as evidenced by the master schedule and course offerings.	100% of students have access to a broad course of study as evidenced by the master schedule and course offerings.	100% of students have access to a broad course of study as evidenced by the master schedule and course offerings.	100% of students continue to have access to a broad course of study.

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.

The school saw an overall improvement in meeting reading and math benchmarks. By implementing the actions below, the school was able to gain ground in both math and reading proficiency on local benchmarks.

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

The school recruited and hired a middle school/high school interventionist who started in September of the 25/26 school year.

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

The school would like to further refine its' math intervention program schoolwide. The school saw a lot of positives with implementing the MDPT which was recommended at the UC Conference for supporting students in gaining the skills needed to be prepared for college level math. It easily identified the needs students had that could be The school also implemented "Building Thinking Classrooms" in 3rd-8th grade as well as added a math specific elective for 3rd-5th graders to increase their exposure to math concepts and get additional practice in math fact fluency. Action teams worked within professional learning community to create goals and actions aligned to current metrics.

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.

Actions were updated to include more professional development for teachers in statewide conferences with similar flex-based programs to ensure we are utilizing the most efficient, engaging, effective and strategic programming, planning and enrichment opportunities to address students needs. Two new actions were added to focus on reading - summer reading intervention and a Literacy Champion.

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	Provide curriculum aligned with the current content standards and the CA academic frameworks for public schools.	Provide curriculum that reflects current content standards, clearly articulates the content of what students will be taught in each course and outlines the course sequence. Effective curricula will equip our educators/parents with common expectations for how they will collectively implement the instructional plan so that all students progress.	$15,000.00	No
1.2	Provide formative assessments.	Formative assessments serve as guideposts by which teachers and instructional leaders check for students' attainment of curriculum-based goals and make decisions about future instruction. These will include: Renaissance Math and Reading assessments: ESGI, AIMsWeb, BPST.	$4,593.00	No
1.3	Provide math Intervention	Purchase math intervention curriculum to utilize with identified students where necessary. Provide personnel to deliver math intervention individually and in small groups.	$60,698.00	Yes
1.4	Provide reading intervention.	Purchase reading curriculum and provide personnel (.60% FTE Certificated) to deliver reading intervention individually and in small groups to increase fluency and comprehension.	$89,279.00	Yes
1.5	(Revied for Year 3) Provide Summer Learning Opportunities for Students Identified as needing Tier 2 and 3 Interventions based	Additional learning opportunities for students needing additional support in reading.	$3,792.00	Yes

Action #	Title	Description	Total Funds	Contributing
	on Schoolwide Benchmarks			
1.6	Provide parents with resources and training to support students at home in reading, writing, and learning strategies.	Provide parents with content knowledge and technical strategies through outreach and training to increase their strategies in teaching reading and writing to improve outcomes of student learning. Parent involvement is the number one predictor of early literacy success and future academic achievement.	$500.00	Yes
1.7	(Revised Year 2) Provide physical education curriculum and guidance to provide more resources to homeschool families.	Provide a push and play virtual pe program to homeschool families aligned to CA PE standards.	$2,600.00	No
1.8	(Revised for Year 2) Provide enrichment opportunities through field trips, sport opportunities, electives and community partnerships.	Decades of research make it clear that children thrive when, in conjunction with their school experiences, they engage in interest-driven learning activities both within the school and outside of the school. Learning experiences outside of K-12 schooling help children get the skills and experiences they need to develop to be successful in school and life.	$66,340.00	Yes
1.9	Director will verify and maintain a broad course of study for all students.	As defined in EC 51210 and 51220, the school will ensure a broad course of study.	$0.00	No
1.10	The Director, with support from the HR department, will monitor all teachers credentials.	Teaching is the factor that matters most in student achievement. Recent studies suggest that teachers have a far greater impact on student achievement than any other single schooling factor. Having highly qualified, knowledgeable teachers is imperative to student achievement.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.11	(Revised Year 3) Provide professional development to staff in PLC's, Action Teams (LIM) and Independent Study strategies to ensure continuous improvement and deepen application of effective strategies when working within a hybrid model.	Both PLC and Action Teams are an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Serving students in a hybrid model is a unique education choice and specific instructional strategies, curriculum, community building and collaboration needs to be considered when planning for improvement.	$13,885.00	No
1.12	(New Year 3)Literacy Champion	Crete a culture of reading to increase students love of reading and increase fluency, vocabulary and comprehension rates.	$6,396.00	No
1.13	Academic Support Interventionist	Hire a teacher to provide academic support to high school students not meeting a-g requirements. This teacher will also provide reading, writing, math and academic skills support such as providing lessons utilizing the ROAR curriculum.	$77,408.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Support climate and culture by providing an engaging, physically and emotionally safe and connected school campus for families, staff and students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Based on WASC self-study, parent, student, and staff survey results and planning meetings the school has determined providing a physically and emotionally safe school campus is imperative to contributing to students thriving and learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.a	Priority 1: Ensure facilities are physically safe.	FIT Score overall "Good"	FIT Score overall "Good"	FIT Score overall "Good"	Maintain FIT score of "Good"	No change
2.b	Priority 1: Ensure the safety plan is updated and communicated to staff and practiced with staff and students on a monthly basis.	Board agenda reflects plan has been updated annually; Safety Drills have been implemented 10/10 months of the year.	Board agenda reflects plan has been updated annually; Safety Drills have been implemented 10/10 months of the year.	Board agenda reflects plan has been updated annually; Safety Drills have been implemented 10/10 months of the year.	Board agenda reflects plan has been updated annually; Safety Drills have been implemented 10/10 months of the year.	No change
2.c	Priority 3: Parents will be provided with opportunities to	58.30% of parents believe they are provided with	63.2% of the 19 parents responding to the	79% of the 20 parents responding to the	Leader in Me (LIM) Measurable Results	Different tool used to assess.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	collaborate and provide feedback and input on the school program.	opportunities to collaborate and provide feedback and input on the school program.	parent survey agree they are provided with opportunities to collaborate and provide feedback and input on the school program.	survey are satisfied with the way the school engages them in their child's learning through inclusive opportunities, communication, and support for learning at home.	Assessment indicate a score of 79 for family and Community Engagement - 20 parents responded to the survey. This indicates a 'satisfactory' score in the students' caregivers being satisfied with the way the school includes them in their child's learning through inclusive opportunities, communication, and support for learning at home.	
2.d	Priority 3: Stellar will promote parent participation in programs for unduplicated pupils and special needs students.	As a homeschool, parents of special needs students and unduplicated pupils 100% participate in the school program.	Parents of special needs students and unduplicated pupils 100% participate in the school program.	Parents of special needs students and unduplicated pupils 100% participate in the school program.	100% of parents will participate in their students school program.	No change
2.e	Priority 5: Attendance rates	95%	98.59%	98.71%	>95%	Increase of 3.59%
2.f	Priority 5: Chronic absenteeism rates	3%	2%	3%	<3%	Decrease of 1%
2.g	Priority 5: Middle school dropout rates	0%	0%	0%	Maintain 0%	No change
2.h	Priority 5: High school dropout rates	0%	0%	0%	Maintain 0%	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.i	Priority 6: Pupil suspension rates	0%	1%	0%	Maintain 0%	Increase of 1%
2.j	Priority 6: Pupil expulsion rates	0%	0%	0%	Maintain 0%	No change
2.k	Priority 6: Students sense of safety and school connectedness.	43% Connected 94% Safe	53.4% Connected 96.7% Safe	81% of students feel cared about and understood. 77% of students have high-trust relationships with people at school that they feel comfortable with and can connect to. 97% feel physically safe 88% feel emotionally safe 70% feel connected to other students 78% feel connected to staff	52% feel connected. 100% feel safe.	16% increase feeling connected .3% increase in feeling safe
2.l	Priority 6: Parents sense of safety and connectedness.	78% Connected 92% Safe	73.7% Connected 84.2% Safe	82% feel connected 88% Safe	87% Connected 100% Safe	8% increase in feeling connected 4% increase in feeling safe
2.m	Priority 6: Staff sense of connection and physical safety.	92% Connected 100% Safe	100% feel connected 100% feel safe	100% Connected 100% Safe	98% Connected Maintain 100%	No change. 100%
2.n	Priority 5: High School Graduation Rates	100% Graduation Rates	100%	100%	Maintain 100% graduation rates.	No change

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.

The school implemented PBIS with fidelity. This year, the school included middle school students as teachers in the spring semester to teach and model PBIS expectations which was an improvement from past years and a success. The staff attended three Leader In Me trainings, continued learning at monthly staff development meetings, implemented classroom lessons in all grades. The lessons in Leader In Me have been going very well and there is positive feedback from both students and teachers. The school provided extensive opportunities for family engagement with field trips, Creative Adventures, Community Partners, and schoolwide events such as Fall Festival, STEAM night, movie night, and schoolwide celebrations.

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

There were no material differences between budgeted and estimated actual expenditures. Leadership didn't spend their whole budget, but the club did grow and come

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

PBIS and Leader in Me were very effective based on student and staff survey data. The staff was particularly impressed with the middle school student involvement in leadership and PBIS. The student leadership groups took off and implemented a very successful food drive, Prom, and student activities. The student leaders also participated in parent/community LCAP meetings and were such a positive addition. A Lighthouse Team and Action teams in Culture, Leadership and Academics were created to further support progress towards this goal.

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

The school will continue to add on to the implementation of Leader in Me. Next year the school will focus on involving the families more in Leader in Me, building on student leadership, voice and choice and creating a scorecards and accountability for accomplishing our school goals.

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	Provide an opportunity for high levels of family engagement.	Provide families and students with monthly opportunities for community and school involvement (STEAM Night/Literacy NIght/Fall Festival/Teacher of Record meetings/etc). Ensure communication flows to families to keep them engaged.	$1,000.00	Yes
2.2	Provide a school counselor to support students, staff and families with resources and services (development of social emotional plans and supports/teach SEL and Anti-Bullying lessons schoolwide/Provide 1:1 support for students, etc).	A school counselor is committed to the individual well being of each and every student. The aim is to improve students' educational outcomes, social successes, and community interactions. A school counselor contributes significantly to a positive school culture and climate and enhances the safety and well-being of all students. School counselors are trained educators possessing a valid credential with a specialization in pupil personnel services (California Education Code Section 49600). As specialists in child and adolescent development, school counselors coordinate the objectives, strategies, and activities of a comprehensive counseling program, and they serve as representatives on district school guidance teams, such as school attendance review boards.	$60,221.00	Yes
2.3	Provide staff with training in Leader In Me and PBIS.	Leader in Me is a schoolwide process that intends to make the learning environment safer, more caring, more participatory, and enhances student social competence. Students who are are more attached to school have better attendance and higher graduation rates, as well as higher grades and standardized tests scores. PBIS aligns with Leader In Me to provide a safe and structured learning environment with a focus on positive pro-social behaviors.	$19,650.00	No
2.4	Provide resources to students and families by delivering explicit direct instruction in Anti-Bullying skills and Social Media/Digital Safety	Studies indicate that teaching students to speak up when they witness bullying behavior, and take a stand against it, can reduce future bullying situations by more than 50 percent.	$200.00	No

Action #	Title	Description	Total Funds	Contributing
	Awareness as well as providing resources on anti-bullying to families through newsletters, literature and seminars.			
2.5	Provide opportunities for students to be involved in leadership activities, feedback meetings, and kindness clubs.	Especially at the middle school and high school, getting students involved to provide feedback on school climate, culture, safety, and connectedness is essential. Student clubs or committees will be created to involve students in planning and providing feedback to the school program.	$200.00	No
2.6	Provide opportunities for students, staff and families to express gratitude.	GiveThnx is a schoolwide program to express gratitude to teachers, staff, and students. A growing body of evidence in the field of social science has found that gratitude has measurable benefits for just about every area of our lives. Gratitude appears to contribute substantially to individual well-being and physical health.	$1,700.00	Yes
2.7	Annually update and practice safety plan.	California Education Code (EC) Section 32281(a) requires every kindergarten through grade twelve school, public and public charter, including community and court schools, to develop and maintain a Comprehensive School Safety Plan designed to address campus risks, prepare for emergencies, and create a safe, secure learning environment for students and school personnel. The California Constitution guarantees California children the right to attend public schools that are safe, secure, and peaceful. The CDE, public school districts, county offices of education (COEs), and schools and their personnel are responsible for creating learning environments that are safe and secure. First responders, community partners, and families play an essential role, as well. Schools must be prepared to respond to emergencies including natural and man-made hazards, and strive to prevent violence and behavior issues that undermine safety and security. CSSPs include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus and aspects of social, emotional, and physical safety for both youth and adults.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.8	High School Activities Coordinator	The school is still working on increasing students connection, belonging, and engagement post-Covid. The LEA recognizes the relationship between a supportive school climate and positive rates of student engagement and student performance.	$10,820.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Prepare students for College, Career and Postsecondary Options.	Focus Goal

State Priorities addressed by this goal.

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.

Based on WASC self-study, data, parent, student and staff input, the LEA has determined that this goal is necessary for the ongoing improvement and support of students college, career and post-secondary options and success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.a	Priority 4: Increase the number of graduates meeting A-G requirements	42%	36%	41.2% prepared.	51%	6% increase.
3.b	Priority 4: Increase the number of students who demonstrate college preparedness as demonstrated in the Early Assessment Program (EAP)	78% ELA 42% Math	80% ELA 43% Math	63% ELA 18% Math	87% ELA 51% Math	17% decline in ELA 25% decline in Math
3.c	Priority 4: In Lieu of completing Advanced Placement classes, Stellar encourages	54% of Juniors and Seniors are enrolling in and passing college classes	62%	43%	63% enrolled and passed college classes.	19% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	students to successfully complete Shasta College courses concurrently. Increase the number of Juniors and Seniors enrolling in and passing college classes.					
3.d	Priority 4: Provide students with access to CTE courses that align with state board approved CTE standards and frameworks.	4.8% of Stellar students have taken a CTE course	18%	6%	13.8%	12% decrease
3.e	Priority 7: Maintain a broad course of study as evidenced by master schedule.	Students have access to a broad course of study as evidenced by mather schedule and course offerings.	Students have access to a broad course of study as evidenced by mather schedule and course offerings.	Students have access to a broad course of study as evidenced by mather schedule and course offerings.	Students will have access to a broad course of study as evidenced by mather schedule and course offerings.	Stellar continues to provide a broad course of study.
3.f	Priority 8: 8th graders will complete a career assessment.	100%	100%	100%	100%	No change.

Goal Analysis [2025-26]

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

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

Overall the school implemented all of the following actions. Students were recognized for meeting A-G requirements. The school implemented an Academic Workshop in the fall for all high school students. Students engaged in lessons related to organization, note taking, self-advocacy and growth mindset. Students attended a field trip to Cal Poly, Humboldt and Simpson University came to present opportunities on their campus.

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

There were no material differences between budgeted and estimated actual expenditures.

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

All of our metrics showed an increase in student performance and participation. Our actions appear to be effective at this time.

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.

We are including an additional period on four year plans for CTE course completion. This will increase awareness of CTE options and will in and of itself increase the enrollment in our CTE courses, but hopefully, the awareness of options will also increase participation and additional classes taken. We are moving back to providing the academic workshop to those students who need additional support in meeting A-G requirements in lieu of the whole student body.

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	Provide an academic support workshop to support students in successfully completing middle and high school with appropriate study and executive functioning skills	An academic support workshop helps improve students academic performance by enhancing student's skills in a variety of topics, such as scheduling and time management, taking notes, learning styles, reading to learn, and overcoming procrastination,	$300.00	Yes
3.2	Provide recognition for students meeting A-G requirements	Providing recognition, incentives and activities for students who are meeting A-G requirements, affords the school the opportunity to increase awareness and motivation towards meeting these requirements.	$250.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Provide CTE courses through online curriculum and Shasta College.	A program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers.	$0.00	Yes
3.4	Create 4 year plans that include options for CTE.	Provide opportunities for career exploration through shasta college and online programs; Included in this action would be the development of 4 year plans that include CTE courses and provide professional development to staff to support CTE options.	$984.00	Yes
3.5	Provide College and Career Course for Postsecondary exploration.	Provide students with opportunities and coursework to explore post secondary options. The cost of this is included in Goal 1: curriculum.	$0.00	No
3.6	Field trips to colleges	Get students excited for post-secondary options and to consider options they might not have thought about otherwise.	$1,000.00	No
3.7	Have 8th grade students complete a career assessment.	Having 8th grade students take a career assessment helps in the 4 year planning for highschool.	$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$364,946	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
12.565%	0.000%	$0.00	12.565%

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
1.3	**Action:** Provide math Intervention **Need:** 35.2 points below standard in 2025 **Scope:** LEA-wide	Principally directed to unduplicated student groups, additional support for students who are identified as not meeting standards in mathematics.	CAASPP math scores (1.9, 1.14, 1.15)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Provide reading intervention. **Need:** K Letter Sounds: 57% 1st grade HFW: 63% 2nd grade: 27% 3rd grade: 54% 4th grade: 71% 5th grade: 75% 6th grade: 71% 7th grade: 71% 8th grade: 58% **Scope:** Schoolwide	Principally directed towards unduplicated students, this action is designed to increase students skills in reading and literacy, however assessments and learning tools will be used with all students. Reading intervention will be provided to those students which are identified through assessment, teacher and parent input as needing additional supports in reading.	1.8, 1.12, 1.13
1.5	**Action:** (Revied for Year 3) Provide Summer Learning Opportunities for Students Identified as needing Tier 2 and 3 Interventions based on Schoolwide Benchmarks **Need:** K Letter Sounds: 57% 1st grade HFW: 63% 2nd grade: 27% **Scope:** Schoolwide	Principally directed towards ELL, low income and students not meeting benchmarks, this action is designed to increase K-2 students skills in reading and literacy but will serve up to 10 students identified by benchmark data as needing an additional boost in reading during the summer.	BOy and T1 benchmarks. 1.8, 1.12, 1.13
1.6	**Action:**	Providing parents with tools to support children in the school and home setting is intended to support the overall academic and social emotional learning	1.7, 1.8, 1.11, 1.12, 1.13

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
	Provide parents with resources and training to support students at home in reading, writing, and learning strategies. **Need:** Principally directed towards ELL, Foster Youth and Low income youth, provide parents with skills necessary to support students academic and social emotional learning. **Scope:** LEA-wide	of students. Parent involvement is the number one predictor of early literacy success and future academic achievement.	
1.8	**Action:** (Revised for Year 2) Provide enrichment opportunities through field trips, sport opportunities, electives and community partnerships. **Need:** Principally directed to unduplicated pupils who either don't have access to these additional services or need additional opportunities to support prior knowledge. **Scope:** LEA-wide	Decades of research make it clear that children thrive when, in conjunction with their school experiences, they engage in interest-driven learning activities both within the school and outside of the school. Learning experiences outside of K-12 schooling help children get the skills and experiences they need to develop to be successful in school and life.	1.4, 1.8, 1.9, 1.10
1.13	**Action:** Academic Support Interventionist **Need:** Primarily directed towards unduplicated students to provide academic support.		1.8, 1.12, 1.13, 1.9, 1.14, 1.15

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: Schoolwide		
2.1	**Action:** Provide an opportunity for high levels of family engagement. **Need:** Partnerships and engagement with our families - school connectedness. **Scope:** LEA-wide	Principally directed towards unduplicated students, effective family and community engagement is an intentional and systemic partnership of educators, families and community members. Research has found that schools with family and community partnerships are more successful in improving students' academic achievement and their college and career readiness compared to schools that do not engage families and community. The positive influence of school practices to engage families is greatest for low-income families' readiness to work effectively with schools contributes to the achievement gap.	2.3, 2.4, 2.12
2.2	**Action:** Provide a school counselor to support students, staff and families with resources and services (development of social emotional plans and supports/teach SEL and Anti-Bullying lessons schoolwide/Provide 1:1 support for students, etc). **Need:** Social emotional learning and support, student engagement, safe environment for learning, **Scope:** LEA-wide	School culture and climate are formed by a range of factors that shape students’ perceptions of school and their motivation to learn. These factors include the physical, social, and emotional aspects of the school that support meaningful teaching and learning. These environmental factors affect all school experiences, attitudes, behaviors, and the performance of both students and staff.	2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.14
2.3	**Action:**	A healthy and positive school culture means that all students experience supportive learning	2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.13, 2.14

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
	Provide staff with training in Leader In Me and PBIS. **Need:** A healthy and positive school culture. **Scope:**	conditions and opportunities that promote achievement and prepare them to succeed in college, career, and adulthood. Research has shown that schools that “beat the odds,” with higher student achievement scores than anticipated, are distinguished by having significantly more positive school climates regardless of student characteristics and resource levels	
2.6	**Action:** Provide opportunities for students, staff and families to express gratitude. **Need:** A healthy and positive school culture. **Scope:** LEA-wide	In the past two decades, a growing body of evidence in the field of social science has found that gratitude has measurable benefits for just about every area of our lives. Gratitude appears to contribute substantially to individual well-being and physical health.	2.11
3.1	**Action:** Provide an academic support workshop to support students in successfully completing middle and high school with appropriate study and executive functioning skills **Need:** Give students needed academic skills. **Scope:** LEA-wide	Developing strong studying strategies brings greater academic success	3.1, 3.2
3.2	**Action:** Provide recognition for students meeting A-G requirements	Principally directed towards unduplicated pupils, providing recognition and rewards for meeting the A- G requirements allows the school to	3.1

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: 42% of Stellar students are currently meeting a-g requirements. We would like to see this increase annually. **Scope:**	continuously advocate and communicate about the importance of meeting these requirements for future post-secondary choices and options.	
3.3	**Action:** Provide CTE courses through online curriculum and Shasta College. **Need:** Provide opportunity for career exploration. **Scope:** LEA-wide	CTE provides students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. High school CTE is meant to connect with and lead to postsecondary programs of study or additional training after high school, which may include more specialized technical instruction. These pathways can culminate in postsecondary degrees or certificates, apprenticeships, or employment. (U.S. Dept of Educ)	3.3, 3.4
3.4	**Action:** Create 4 year plans that include options for CTE. **Need:** **Scope:** LEA-wide		
3.6	**Action:** Field trips to colleges **Need:**	A 2021 research team overwhelmingly validated the importance of the campus tour in a prospective student's decision to enroll at the respondents' institutions. (Orban, 2021)	3.1

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
	42% of students are currently meeting a-g requirements at graduation. **Scope:**		

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.

Not applicable.

Additional Concentration Grant Funding

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

Not 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	n/a	n/a
Staff-to-student ratio of certificated staff providing direct services to students	n/a	n/a

2026-27 Total Planned Expenditures Table

LCAP Year	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	$2,904,393	364,946	12.565%	0.000%	12.565%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$360,406.00	$76,410.00	$0.00	$0.00	$436,816.00	$303,514.00	$133,302.00

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	Provide curriculum aligned with the current content standards and the CA academic frameworks for public schools.	All	No			All Schools	1 year	$0.00	$15,000.00		$15,000.00			$15,000.00	
1	1.2	Provide formative assessments.	All	No			All Schools	1 year	$0.00	$4,593.00		$4,593.00			$4,593.00	
1	1.3	Provide math Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1 year	$60,698.00	$0.00	$60,698.00				$60,698.00	
1	1.4	Provide reading intervention.	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	1 year	$84,539.00	$4,740.00	$84,539.00	$4,740.00			$89,279.00	
1	1.5	(Revied for Year 3) Provide Summer Learning Opportunities for Students Identified as needing Tier 2 and 3 Interventions based on Schoolwide Benchmarks	English Learners Low Income	Yes	School wide	English Learners Low Income	All Schools	1 year	$3,592.00	$200.00		$3,792.00			$3,792.00	
1	1.6	Provide parents with resources and training to support students at home in reading, writing, and learning strategies.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1 year	$0.00	$500.00	$500.00				$500.00	
1	1.7	(Revised Year 2) Provide physical education curriculum and guidance to provide more resources to homeschool families.	All	No			All Schools	1 year	$0.00	$2,600.00	$2,600.00				$2,600.00	

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	1.8	(Revised for Year 2) Provide enrichment opportunities through field trips, sport opportunities, electives and community partnerships.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1 year	$4,840.00	$61,500.00	$66,340.00				$66,340.00	
1	1.9	Director will verify and maintain a broad course of study for all students.	All	No			All Schools	1 year	$0.00	$0.00	$0.00				$0.00	
1	1.10	The Director, with support from the HR department, will monitor all teachers credentials.	All	No			All Schools	1 year	$0.00	$0.00	$0.00				$0.00	
1	1.11	(Revised Year 3) Provide professional development to staff in PLC's, Action Teams (LIM) and Independent Study strategies to ensure continuous improvement and deepen application of effective strategies when working within a hybrid model.	All	No			All Schools	1 year	$0.00	$13,885.00		$13,885.00			$13,885.00	
1	1.12	(New Year 3)Literacy Champion	All	No			All Schools K-8	1 year	$4,396.00	$2,000.00		$6,396.00			$6,396.00	
1	1.13	Academic Support Interventionist	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		1 year	$75,408.00	$2,000.00	$77,408.00				$77,408.00	
2	2.1	Provide an opportunity for high levels of family engagement.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1 year	$0.00	$1,000.00	$1,000.00				$1,000.00	
2	2.2	Provide a school counselor to support students, staff and families with resources and services (development of social emotional plans and supports/teach SEL and Anti-Bullying lessons schoolwide/Provide 1:1 support for students, etc).	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1 year	$60,221.00	$0.00	$60,221.00				$60,221.00	

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	2.3	Provide staff with training in Leader In Me and PBIS.	All	No			All Schools	1 year	$0.00	$19,650.00	$3,450.00	$16,200.00			$19,650.00	
2	2.4	Provide resources to students and families by delivering explicit direct instruction in Anti-Bullying skills and Social Media/Digital Safety Awareness as well as providing resources on anti-bullying to families through newsletters, literature and seminars.	All	No			All Schools	1 year	$0.00	$200.00	$200.00				$200.00	
2	2.5	Provide opportunities for students to be involved in leadership activities, feedback meetings, and kindness clubs.	All	No			All Schools 5th-12th grade	1 year	$0.00	$200.00	$200.00				$200.00	
2	2.6	Provide opportunities for students, staff and families to express gratitude.		Yes	LEA-wide		All Schools	1 year	$0.00	$1,700.00	$1,700.00				$1,700.00	
2	2.7	Annually update and practice safety plan.	All	No			All Schools	1 year	$0.00	$0.00	$0.00				$0.00	
2	2.8	High School Activities Coordinator	All	No			All Schools	1 year	$9,820.00	$1,000.00		$10,820.00			$10,820.00	
3	3.1	Provide an academic support workshop to support students in successfully completing middle and high school with appropriate study and executive functioning skills	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		1 year	$0.00	$300.00	$300.00				$300.00	
3	3.2	Provide recognition for students meeting A-G requirements	All	No			All Schools	1 year	$0.00	$250.00	$250.00				$250.00	
3	3.3	Provide CTE courses through online curriculum and Shasta College.		Yes	LEA-wide		All Schools	1 year	$0.00	$0.00	$0.00				$0.00	
3	3.4	Create 4 year plans that include options for CTE.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		1 year	$0.00	$984.00		$984.00			$984.00	

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
3	3.5	Provide College and Career Course for Postsecondary exploration.	All	No			All Schools	1 year	$0.00	$0.00	$0.00				$0.00	
3	3.6	Field trips to colleges	All	No			All Schools 8th-12th	1 year	$0.00	$1,000.00	$1,000.00				$1,000.00	
3	3.7	Have 8th grade students complete a career assessment.	All	No			All Schools	1 year	$0.00	$0.00	$0.00				$0.00	

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
$2,904,393	364,946	12.565%	0.000%	12.565%	$352,706.00	0.000%	12.144 %	**Total:**	$352,706.00
								LEA-wide Total:	$190,759.00
								Limited Total:	$0.00
								Schoolwide Total:	$161,947.00

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	**1.3**	Provide math Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$60,698.00	
1	**1.4**	Provide reading intervention.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$84,539.00	
1	**1.5**	(Revied for Year 3) Provide Summer Learning Opportunities for Students Identified as needing Tier 2 and 3 Interventions based on Schoolwide Benchmarks	Yes	Schoolwide	English Learners Low Income	All Schools		
1	**1.6**	Provide parents with resources and training to support students at home in reading, writing, and learning strategies.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.8	(Revised for Year 2) Provide enrichment opportunities through field trips, sport opportunities, electives and community partnerships.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$66,340.00	
1	1.13	Academic Support Interventionist	Yes	Schoolwide	English Learners Foster Youth Low Income		$77,408.00	
2	2.1	Provide an opportunity for high levels of family engagement.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
2	2.2	Provide a school counselor to support students, staff and families with resources and services (development of social emotional plans and supports/teach SEL and Anti-Bullying lessons schoolwide/Provide 1:1 support for students, etc).	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$60,221.00	
2	2.5	Provide opportunities for students to be involved in leadership activities, feedback meetings, and kindness clubs.				All Schools	$200.00	
2	2.6	Provide opportunities for students, staff and families to express gratitude.	Yes	LEA-wide		All Schools	$1,700.00	
2	2.7	Annually update and practice safety plan.				All Schools	$0.00	
2	2.8	High School Activities Coordinator				All Schools		
3	3.1	Provide an academic support workshop to support students in successfully completing middle and high school with	Yes	LEA-wide	English Learners Foster Youth Low Income		$300.00	

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 (%)
		appropriate study and executive functioning skills						
3	**3.3**	Provide CTE courses through online curriculum and Shasta College.	Yes	LEA-wide		All Schools	$0.00	
3	**3.4**	Create 4 year plans that include options for CTE.	Yes	LEA-wide	English Learners Foster Youth Low Income			
3	**3.6**	Field trips to colleges				All Schools 8th-12th	$1,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$319,346.00	$391,352.00

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**	Provide curriculum aligned with the current content standards and the CA academic frameworks for public schools.	No	$30,000.00	$30,000
1	**1.2**	Provide formative assessments.	No	$4,662.00	$2,966
1	**1.3**	Provide math Intervention	Yes	$82,691.00	$106,889
1	**1.4**	Provide reading intervention.	Yes	$85,769.00	$82,072
1	**1.5**	Provide parents with resources and training to support students at home in reading, writing, and learning strategies.	Yes	$5,153.00	$1,513
1	**1.6**	(Revised Year 2) Provide physical education curriculum and guidance to provide more resources to homeschool families.	No	$2,500.00	$2,500
1	**1.7**	(Revised for Year 2) Provide enrichment opportunities through field trips, sport opportunities, electives and community partnerships.	Yes	$38,417.00	$43,879
1	**1.8**	Director will verify and maintain a broad course of study for all students.	No	$0.00	$0

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	1.9	The Director, with support from the HR department, will monitor all teachers credentials.	No	$0.00	$0
1	1.10	Utilize PLC's and Action Teams with fidelity to ensure continuous improvement and deepen application of effective strategies.	No	$2,000.00	$0
2	2.1	Provide an opportunity for high levels of family engagement.	Yes	$500.00	$151
2	2.2	Provide a school counselor to support students, staff and families with resources and services (development of social emotional plans and supports/teach SEL and Anti-Bullying lessons schoolwide/Provide 1:1 support for students, etc).	Yes	$56,370.00	$110,025
2	2.3	Provide staff with training in Leader In Me and PBIS.	No	$1,500.00	$1,500
2	2.4	Provide resources to students and families by delivering explicit direct instruction in Anti-Bullying skills as well as providing resources on anti-bullying to families through newsletters, literature and seminars.	No	$200.00	$200
2	2.5	Provide opportunities for students to be involved in leadership activities, feedback meetings, and kindness clubs.	No	$500.00	$500
2	2.6	Provide opportunities for students, staff and families to express gratitude.	Yes	$1,300.00	$1,500
2	2.7	Annually update and practice safety plan.	No	$0.00	$0
3	3.1	Provide an academic support workshop to support students in successfully completing middle and	Yes	$300.00	$300

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)
		high school with appropriate study and executive functioning skills			
3	**3.2**	Provide recognition for students meeting A-G requirements	No	$500.00	$500
3	**3.3**	Provide CTE courses through online curriculum and Shasta College.	Yes	$0.00	$0
3	**3.4**	Create 4 year plans that include options for CTE.	Yes	$984.00	$857
3	**3.5**	Provide College and Career Course for Postsecondary exploration.	No	$0.00	$0
3	**3.6**	Field trips to colleges	No	$6,000.00	$6,000
3	**3.7**	Have 8th grade students complete a career assessment.	No	$0.00	$0

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)
$270,254	$265,797.00	$347,186.00	($81,389.00)	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	1.3	Provide math Intervention	Yes	$82,691.00	$106,889		
1	1.4	Provide reading intervention.	Yes	$81,066.00	$82,072		
1	1.5	Provide parents with resources and training to support students at home in reading, writing, and learning strategies.	Yes	$5,153.00	$1,513		
1	1.7	(Revised for Year 2) Provide enrichment opportunities through field trips, sport opportunities, electives and community partnerships.	Yes	$38,417.00	$43,879		
2	2.1	Provide an opportunity for high levels of family engagement.	Yes	$500.00	$151		
2	2.2	Provide a school counselor to support students, staff and families with resources and services (development of social emotional plans and supports/teach SEL and Anti-Bullying lessons schoolwide/Provide 1:1 support for students, etc).	Yes	$56,370.00	$110,025		

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	**2.6**	Provide opportunities for students, staff and families to express gratitude.	Yes	$1,300.00	$1,500		
3	**3.1**	Provide an academic support workshop to support students in successfully completing middle and high school with appropriate study and executive functioning skills	Yes	$300.00	$300		
3	**3.3**	Provide CTE courses through online curriculum and Shasta College.	Yes	$0.00	$0		
3	**3.4**	Create 4 year plans that include options for CTE.	Yes		$857		

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)
$2,900,817	$270,254	0	9.316%	$347,186.00	0.000%	11.969%	$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).

California Department of Education
November 2024