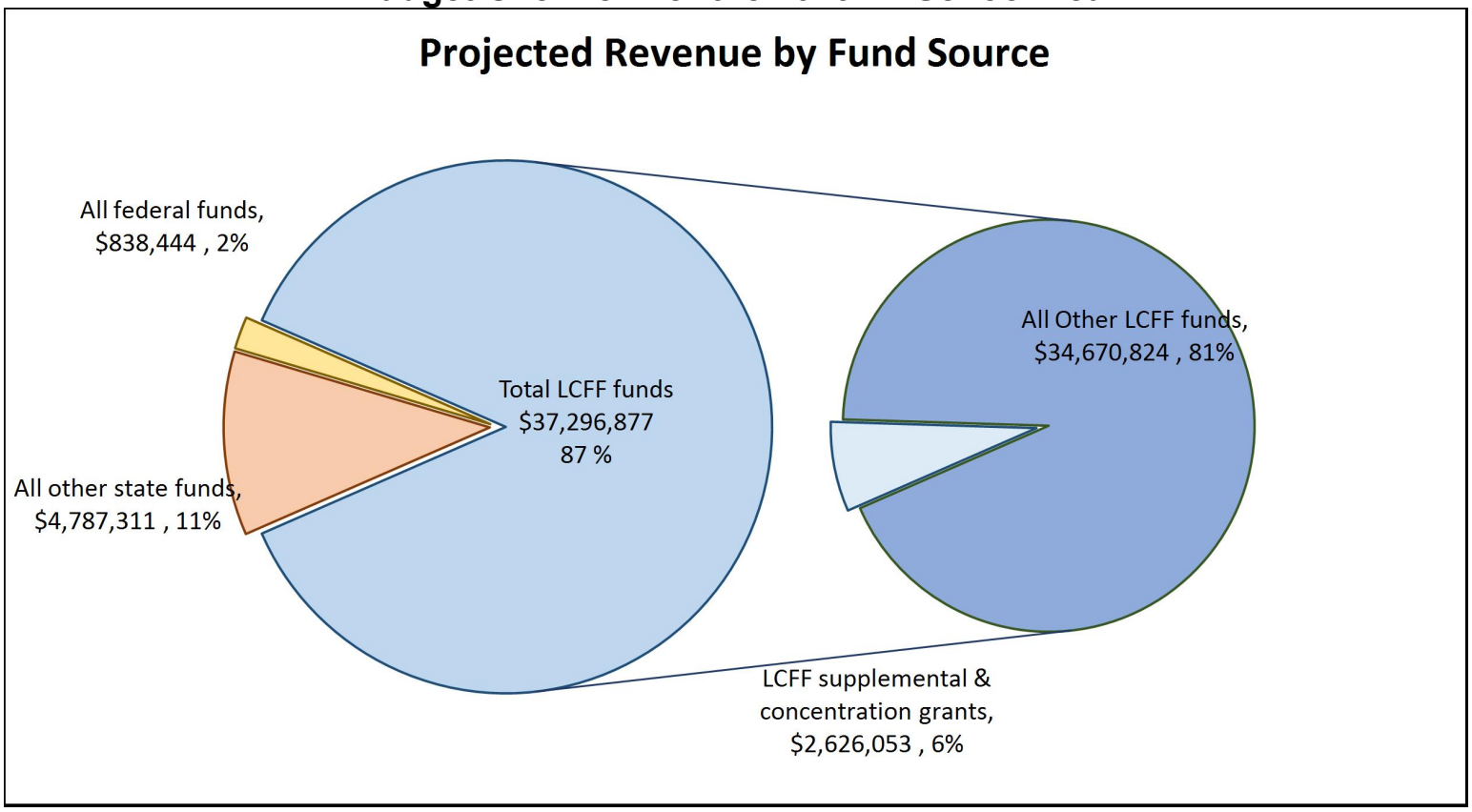
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: South Sutter Charter School
CDS Code: 51714070109793
School Year: 2026-27
LEA contact information:
Karen Amesse
Executive Director of Academics
kamesse@ieminc.org
(800) 979-4436

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

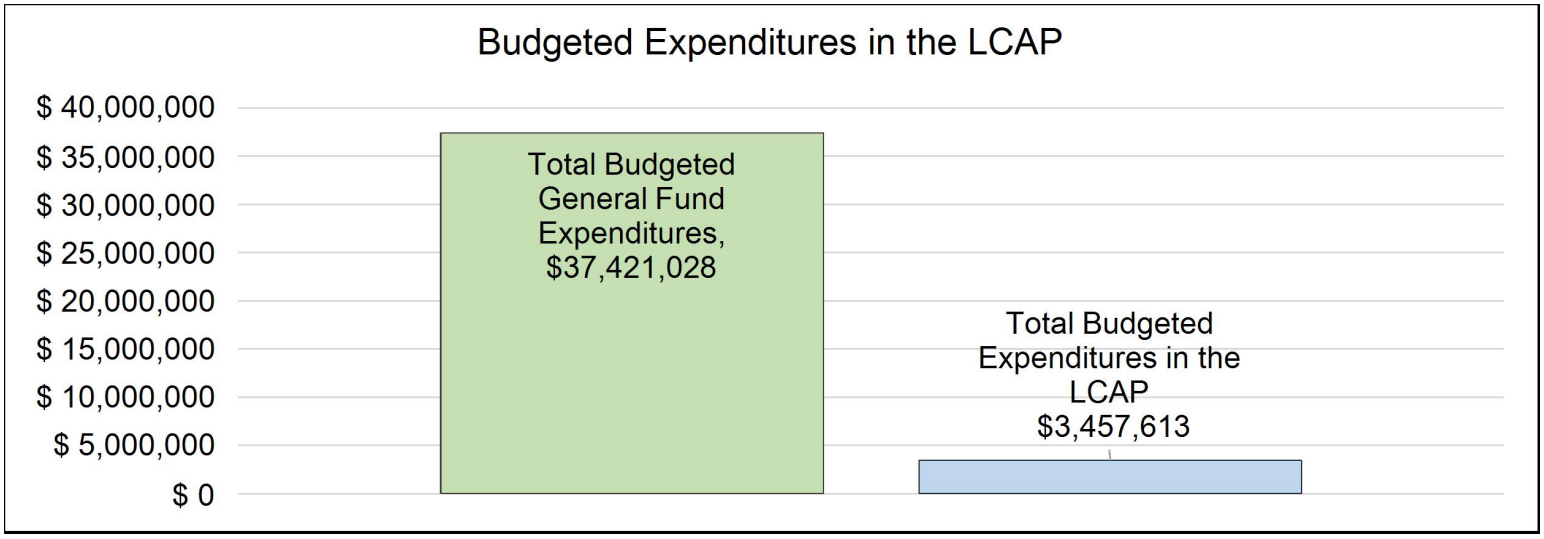


This chart shows the total general purpose revenue South Sutter Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for South Sutter Charter School is $42,922,632, of which $$37,296,877 is Local Control Funding Formula (LCFF), $4,787,311 is other state funds, $0 is local funds, and $838,444 is federal funds. Of the $$37,296,877 in LCFF Funds, $2,626,053 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much South Sutter 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: South Sutter Charter School plans to spend $37,421,028 for the 2026-27 school year. Of that amount, $3,457,613.00 is tied to actions/services in the LCAP and $33,963,415 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

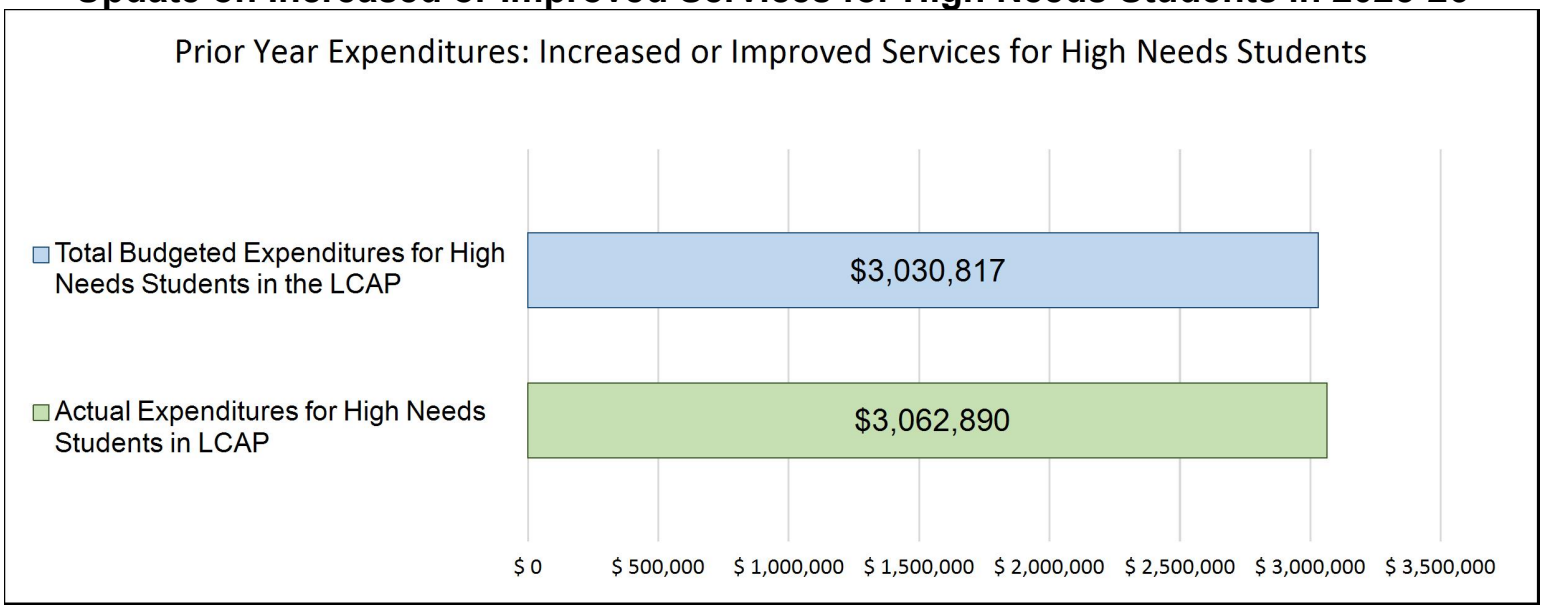
General Fund budget expenditures not included in the LCAP include staffing (Education Specialists, school leaders, special education, and support staff) and materials to ensure access to standards and research-based curriculum, interventions, curriculum experts, direct instruction, ELD instructors, and engagement opportunities.

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

In 2026-27, South Sutter Charter School is projecting it will receive $2,626,053 based on the enrollment of foster youth, English learner, and low-income students. South Sutter Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. South Sutter Charter School plans to spend $2,627,328.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what South Sutter 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 South Sutter 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, South Sutter Charter School's LCAP budgeted $3,030,817.00 for planned actions to increase or improve services for high needs students. South Sutter Charter School actually spent $3,062,890.00 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $32,073 had the following impact on South Sutter Charter School’s ability to increase or improve services for high needs students:

The total budgeted expenditures in the 25-26 LCAP included general fund sources. All supplemental spending is accounted for, and all actions were implemented as planned in the 25-26 school year.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
South Sutter Charter School	Karen Amesse Executive Director of Academics	kamesse@ieminc.org (800) 979-4436

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.

South Sutter Charter School (SSCS) opened in Fall 2005 when many families sought a more personalized alternative to a traditional public school setting. SSCS is a WASC-accredited, independent charter school sponsored by the Marcum Illinois School District in Sutter County and serves approximately 2,900 students in TK-12th grades. We serve students in Sutter County and all contiguous counties. We believe in educating each of our students for the 21st century by providing individualized learning opportunities that incorporate parental participation, choice, and involvement in curricula offered in personalized learning environments. South Sutter Charter School values the parent's role in their children's education, and we develop a personalized learning plan for every student that captures each student's interests and abilities. We strive to create a positive learning experience by fostering a student's natural strengths while nurturing a capacity to learn that preserves one's innate passion for learning.

South Sutter Charter School's Educational Specialists (ESs) are California-credentialed general education teachers who work closely with families to serve each student's educational needs as determined by a written student agreement between the parent and the ES. The parent and ES work together toward student achievement, individual growth, and mastery of state standards. Educational Partner input throughout the last several years has prompted positive change in our school. Staff, students, and parents have been heard and have driven a shift towards increasing student achievement and providing targeted and individualized support, reflected in the LCAP.

Our 2025 school dashboard reflects a student population consisting of 6.7% English Learners (EL), 0.1% Foster Youth, 0.8% Homeless, and 38.4% who are classified as Socioeconomically Disadvantaged (SED). Our special education student population is 10.3%. The ethnic

diversity of SSCS includes students who are White (56.8%), Hispanic (17.2%), Two or More Races (8.7%), African American (1.8%), Asian (2.2%), and Filipino (1.4%).

Reflections: Annual Performance

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

The 2025 CA School Dashboard reflects our school's work to improve outcomes for our students. Although we have worked to ensure equity and access for all learners, we have much to celebrate.

*Graduation Rate: 96.3% overall; highest among White (98.4%) and Two or More Races (95.3%) students.
*Chronic Absenteeism: 1.6% overall with Blue rating; low rates for most subgroups.
*Suspension Rate: 0% suspension across all groups—exceptional climate and behavior data.
*College/Career Readiness: 48.1% prepared; 4% increase from the prior year, showing continued success with support from our guidance team.
*ELA and Math schoolwide growth, gaining two levels in ELA to Green and one level in Math to Yellow.
*ELA Growth (Hispanic): +15.3 points for Hispanic students, moving up a level to Yellow.
*Mathematics Growth (LTELs): +38.4 points in math for Long-Term English Learners, moving up two levels to Yellow—significant improvement for a second year.
*Equity Gains for Socioeconomically Disadvantaged and EL Students: Both socioeconomically disadvantaged students and English Learners show strong gains, indicating effective targeted support despite academic challenges in ELA/Math.

We attribute these strengths to our comprehensive focus on Tier 2 and Tier 3 interventions, targeted direct instruction, and robust mental health and social-emotional supports.
Key strategies that contributed to these strengths include:
*LIVE Class Instruction & Small Group Tutoring: Our LIVE instructional model and access to small group tutoring through online providers have given students personalized, real-time academic support, particularly in foundational subjects.
*Research-Based Intervention Programs: Students benefited from expanded access to evidence-based online platforms in ELA and math, contributing to consistent academic growth as shown in both internal diagnostics and state indicators.
*Individualized Learning with Parent Partnership: The close collaboration between families and Education Specialists enabled families to tailor their instructional funds toward materials and services aligned with their child’s unique learning style and goals.
*Improved Engagement & Climate: Our commitment to building a supportive school culture—emphasized through in-person enrichment events, regular check-ins, and structured interventions—has helped maintain a 0% suspension rate, low absenteeism, and a graduation rate exceeding 96%.
These supports collectively fostered an environment where students felt connected and empowered, as evidenced by high performance in school climate metrics and dramatic gains in post-secondary readiness.
South Sutter Charter School (SSCS) has identified several areas of need among our unique student populations.

Per our CA School Dashboard data:

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*Chronic Language and Academic Gaps Among ELs: Both current and long-term English Learners are significantly behind in ELA and math, with ELPI growth rates among the lowest (under 41%). Reclassified ELs outperform all groups in ELA, highlighting success after reclassification. EL students have large achievement gaps in ELA (-112.4 pts) and Math (-116.8 pts).
*English Learner Progress (ELPI): 39.8% making progress (Red); declined 21.7%
*Math is the Greatest Area of Need Across Most Groups: Most student groups, including high-performing subgroups like White and Asian students, exhibit large gaps in math (White: -47.5 pts; Asian: -42.6 pts). Only Filipino students exceed standards in math. Particularly low for ELs, LTELs, Students with Disabilities.
*Math Growth: Below typical for most groups (Students with Disabilities: -12 pts, ELs: -10 pts).
*Graduation Gaps Persist for Hispanic Students: At 78.8%, Hispanic students have the lowest graduation rate among major groups and only modest growth (+1.4%). This signals a need for targeted interventions to address barriers to completion.
*Science (Informational): Across all groups, scores are below standard (LTELs: -25.9 pts).

Per our school-level diagnostic data:
*Math is the most significant area of need for all student groups and grade levels. Students in 4th, 6th, and 11th grades show the greatest need. 9th grade shows the strongest proficiency in math across all grade levels.
*Reading is a strength, especially in the areas of phonics. Comprehension is the greatest area of need, particularly with Informational Text, and grades 6 and 11 demonstrate areas of need in this domain.
*Students with Disabilities demonstrate a need in both reading and math.
*English Learners have a relative strength in math performance, and reading is the greater area of need. However, they show the greatest area of need in math and reading when evaluating annual growth targets.

Per our internal survey data:
*Parents of English Learners expressed appreciation for improvements to scheduling and communication. They advocated for more instructional time before taking the ELPAC, which is a change that will be made in the 26-27 school year.
*Staff and Families continue to indicate that more direct instruction, as well as support with implementing strong instructional strategies, is necessary to master challenging math and writing standards.
*Feedback included a desire to improve connectedness with the school community, suggesting a need for more intentional efforts around school climate, community, and inclusiveness.

No resource inequities were identified between subgroups. All students have equal funding, and students who demonstrate additional academic needs are provided additional services through supplemental and federal funds. Additionally, homeless and foster youth, as well as other students experiencing financial hardship, are provided with the necessary technology, internet access through a hotspot, and school supplies as needed to ensure equitable access to educational opportunities.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

None

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Education Specialists (Teachers)	Employee Satisfaction Survey (fall, winter, spring); Educational Partner survey; LCAP Leaders Listen meetings (February); monthly townhall discussions/breakouts; team meetings; teacher-driven Advisory Council proposals; Visions & Voices work groups, professional development opportunities; mentor groups
Principals/School Leaders/Administrators	Employee Satisfaction Survey (fall, winter, spring); Educational Partner survey; LCAP Leaders Listen meetings (February); monthly townhall discussions/breakouts; Education Leadership meetings (scheduled and unscheduled); Visions & Voices work groups, professional development opportunities; Advisory Council quarterly meetings; mentor groups
Other School Personnel	Employee Satisfaction Survey (fall, winter, spring); Educational Partner survey; LCAP Leaders Listen meetings (February); monthly townhall discussions/breakouts; Advisory Council quarterly meetings; Visions & Voices work groups, professional development opportunities
Parents	Educational Partner survey; LCAP Leaders Listen meetings (February); Parent Council meetings (fall, spring); governing board meetings (6 annually); in-person family engagement opportunities
Students	Educational Partner survey; LCAP Leaders Listen meetings (February); discussions with education specialists; interactive online and in-person learning opportunities; clubs; academic and character recognition programs

Educational Partner(s)	Process for Engagement
English Learners	ELAC meetings (October, January, April); Educational Partner survey; Parent Council meetings (fall, spring); LCAP Leaders Listen meetings (February)

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

The educational partner engagement process directly influenced the development of the current LCAP. Much of the feedback and data supported continuing current actions and expenditures. While the school considers all input, not all expressed needs can be immediately addressed in the LCAP. The following additions were made to the LCAP in response to educational partners' ideas and priorities within each goal.

Goal 1: Student Achievement
*Maintained an increase in ELD Instructor FTE to further target supports and maintain instructional quality for a growing population of EL students
*Continue use of the EL student information system to allow for more efficient monitoring of EL student progress, RFEP monitoring, and program implementation
*Increase access to ELA tutoring programs targeted toward Long Term EL students
*Continue to refine early literacy supports and increase the availability of targeted interventions based on the results of screening and diagnostic data
*Continue to increase access to a wide variety of curriculum and resources
*Maintain lower guidance counselor to student ratios for our high school students
*Add a dedicated McKinney-Vento Liaison position to coordinate services and support for homeless and foster youth
*Add a Curriculum Coordinator to specialize in math curriculum, strategies, and resources with the goal of bridging achievement gaps
*Add a dedicated SST Coordinator position to proactively support students and staff with creating intervention plans addressing both academic and social-emotional concerns

Goal 2: Other Pupil Outcomes (college career preparedness)
*Continue to expand CTE offerings and increase associated staffing
*Expand LIVE class offerings to additional and varied subject areas and content, with a focus on early literacy and math instruction
*Continue to improve alignment between high school interventions and course outcomes through the implementation of high school support classes, tutoring, and skills labs

Goal 3: Engagement
*Improve access to social emotional and mental health supports across all populations, including targeted supports for our students with special needs
*Continue to improve opportunities to support and connect families through in-person engagement opportunities, increase peer-to-peer student interactions, and bring our communities together

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*Increase the impact of the Engagement Coordinator role by shifting away from virtual events and increasing the frequency of in person engagement opportunities to improve school connectedness.
*Adjust the focus of the Family Engagement Coordinator role to a Community Coordinator focus to improve connection and engagement with the greater school community.

Goals and Actions

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Goal

Goal #	Description	Type of Goal
1	Increase proficiency in grades TK-12 in math and ELA through individualized learning. (Including unduplicated student groups: English Language Learners, Foster Youth, and Low income students.)	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 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal closely aligns with Goal 1 in previous LCAPs, and it has been identified as a continuing need. Academic achievement data indicate that both math and ELA have room for improvement, particularly in math, with 36% of students proficient in Math and 53% of students proficient in ELA. i-Ready scores indicate math as the greatest area of need, as evidenced in the metrics below. Additionally, educational partners indicated that math and writing were the greatest areas of need, especially among parents and staff.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Performance on Statewide Assessments ELA CAASPP Grades 3-8, 11 Distance From Standard Source: Dashboard	2023 Schoolwide: -4.0 EL: -77.6 SED: -34.6 SWD: -60.9 Hispanic: -20.9 White: -5.2 2+ Races: +13.5	2024 Schoolwide: -6.4 EL: -65 SED: -29.6 SWD: -67.9 Hispanic: -26.4 White: -6.1 2+ Races: -1.4 LTEL: -81.7	2025: Schoolwide: +0.4 EL: -50.3 SED: -19.8 SWD: -59.1 Asian: +48.8 Hispanic: -11.2 White: -0.4 2+ Races: -13.3 LTEL: -84.9	Improve 7 points across all subgroups and schoolwide; meet or exceed statewide DFS	Schoolwide: +4.4 EL: +27.3 SED: +14.8 SWD: +1.8 Asian: N/A Hispanic: +9.7 White: +4.8 2+ Races: -26.8 LTEL: N/A
1.2	Performance on Statewide Assessments	2023 Schoolwide: -45.8	2024 Schoolwide: -49.1	2025: Schoolwide: -41.1	Improve 7 points across all	Schoolwide: +4.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Math CAASPP Grades 3-8, 11 Distance From Standard Source: Dashboard	EL: -86.0 SED: -71.4 SWD: -111.5 Hispanic: -79.5 White: -40.8 2+ Races: -40.6	EL: -86.6 SED: -75.9 SWD: -111.4 Hispanic: -71.9 White: -47.5 2+ Races: -51.8 LTEL: -113.9	EL: -53.8 SED: -53.1 SWD: -118.0 Asian: +22.1 Hispanic: -62.7 White: -36.8 2+ Races: -70.0 LTEL: -75.6	subgroups and schoolwide; meet or exceed statewide DFS	EL: 32.2 SED: +18.3 SWD: -6.5 Asian: N/A Hispanic: +16.8 White: +4.0 2+ Races: -29.4 LTEL: N/A
1.3	Reading Growth The percent progress toward reaching Annual Typical Growth target between the initial and final i-Ready local assessment (median value) Source: Internal	2024 Schoolwide: 100% EL: 72% SED: 95% SWD: 104% Hispanic: 111% White: 91% 2+ Races: 123%	2025 Schoolwide: 107% EL: 93% SED: 100% SWD: 110% Hispanic: 100% White: 110% 2+ Races: 105%	2026 Schoolwide: 104% EL: 150% SED: 100% SWD: 85% Hispanic: 106% White: 109% 2+ Races: 100%	Improve by 5% or maintain 90%+	Schoolwide: +7% EL: +78% SED: +5% SWD: -19% Hispanic: -5% White: +18% 2+ Races: -23%
1.4	Math Growth The percent progress toward reaching Annual Typical Growth target between the initial and final i-Ready local assessment (median value) Source: Internal	2024 Schoolwide: 74% EL: 50% SED: 67% SWD: 74% Hispanic: 76% White: 69% 2+ Races: 93%	2025 Schoolwide: 77% EL: 62% SED: 76% SWD: 80% Hispanic: 70% White: 75% 2+ Races: 66%	2026 Schoolwide: 77% EL: 114% SED: 78% SWD: 67% Hispanic: 75% White: 79% 2+ Races: 74%	Improve by 5% or maintain 80%+	Schoolwide: +3% EL: +64% SED: +11% SWD: -7% Hispanic: -1% White: +10% 2+ Races: -19%
1.5	English Language Proficiency Indicator Source: Dashboard	2023: 61.5%	2024: 39.8%	2025: 48.9%	65%	-12.6%
1.6	EL Reclassification Rate	2024:	2025:	2026:		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Reclassified from English Learner to Fluent English Proficient Source: Internal	10%	26%	29%	15%	+19%
1.7	Early Literacy Proficiency Rates Source: Internal, Dashboard	i-Ready % on or above grade level: K: 89% 1: 67% 2: 62% CAASPP ELA: Grade 3: 35.1 points below standard	i-Ready % on or above grade level: K: 95% 1: 61% 2: 63% CAASPP ELA: Grade 3: 40.5 points below standard	i-Ready % on or above grade level: K: 95% 1: 69% 2: 69% CAASPP ELA: Grade 3: 29.4 points below standard	i-Ready % on or above grade level: K: 92% 1: 72% 2: 67% CAASPP ELA: Grade 3: 28 points below standard	K: +6% 1: +2% 2: +7% 3: -5.4

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.

All actions were fully implemented as planned.

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

There were no material differences between planned and actual expenditures. Remaining spending is on track for the remainder of the fiscal year.

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

Implementation of Goal 1 actions was effective in improving student achievement and growth in both ELA and mathematics. State assessment results showed improvement across most student groups. Schoolwide ELA performance increased from 0.4 points above standard in 2025, representing a 4.4-point improvement from baseline, while mathematics performance improved by 4.7 points from baseline. English Learners, socioeconomically disadvantaged students, and Hispanic students demonstrated particularly strong gains in both

ELA and mathematics, indicating that access to high-quality core curriculum and targeted intervention supports provided through Actions 1.1 and 1.2 positively impacted student achievement.

Actions 1.2 and 1.3 were especially effective in supporting English Learners. English Learners achieved 150% of their annual typical growth target in reading and 114% of their annual typical growth target in mathematics on the i-Ready diagnostic. Additionally, the English Learner reclassification rate increased to 29%, substantially exceeding the target of 15%. These results indicate that designated ELD instruction, supplemental language development programs, tutoring, and targeted intervention services effectively accelerated both language acquisition and academic growth.

Action 1.4 also demonstrated positive outcomes in early literacy. Kindergarten, first-grade, and second-grade proficiency rates improved from baseline, and third-grade ELA performance improved by more than five points from baseline, suggesting that science of reading implementation, structured literacy resources, and family literacy supports contributed to stronger foundational reading skills.

While progress was evident across multiple measures, some areas remain in need of improvement. Schoolwide mathematics growth remained below the target of 80%, and Students with Disabilities did not meet growth expectations in either reading or mathematics. In addition, the English Learner Progress Indicator improved from the prior year but remained below the established target. These results indicate that while the actions were largely effective, additional targeted math intervention, continued support for English Learners and Long-Term English Learners, and enhanced intervention coordination are needed to further accelerate achievement for students performing below grade level.

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.

To address continued achievement gaps in math and improve growth for students performing below grade level, we will expand access to targeted math tutoring and intervention services. Additional tutoring opportunities in both ELA and math will be provided for English Learners and Long-Term English Learners to support language development and academic achievement. We will continue the increased staffing for EL Instructors to provide more targeted designated ELD instruction and lower class sizes for English learner support courses. To strengthen identification, coordination, and monitoring of academic interventions, we will add an SST Coordinator position to support Tier 2 and Tier 3 students, facilitate data-based decision making, and ensure timely access to interventions and supports. No changes were made to the goal, metrics, or target outcomes.

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 all students access to high quality	To improve overall mastery of grade level standards, we will provide all students access to high quality, standards-based core curriculum to ensure	$1,356,217.00	Yes

Action #	Title	Description	Total Funds	Contributing
	standards-based core curriculum.	strong Tier 1 instruction through the following means: increased instructional funding targeted at core subject academic supports and materials; staffing a credentialed Curriculum Coordinator and providing our curriculum library with staffing, resources, curriculum, and supplies to ensure staff and families are informed on and have access to current research and standards-based options that address multiple learning styles; credentialed course developers that align content with our unique school model; teacher and student platforms to support interactive virtual learning.		
1.2	Provide supplemental supports in math and ELA for all students demonstrating need, including unduplicated students.	Through this action, the school will staff positions and provide supplemental resources to improve proficiency in math and ELA. All students will have access to and complete a school diagnostic assessment, a process supported by an accountability coordinator. The results of this assessment will guide instruction and intervention for those students with an identified need with an added focus on lower performing subgroups. An intervention coordinator and support staff facilitate access to online supplemental programs and tutoring through the intervention program, tutoring and intervention support for the High School Academy, direct instruction in structured literacy with a reading specialist, and additional resources to ensure our McKinney-Vento students can fully access the school programs. In 26-27, an SST Coordinator and McKinney-Vento Liaison are added to further target qualifying students for individualized support. Effectiveness will be measured by diagnostic growth, CAASPP proficiency, and Tier 3 intervention participation rates. This action is funded by Supplemental funds (intervention programs and diagnostics), Learning Recovery Block Grant (tutoring, HSA intervention classes), and Title I (BOOST math/ELA labs, intervention tutoring, Math curriculum specialist, SST Coordinator, McKinney-Vento Liaison).	$590,454.00	Yes
1.3	Provide supplemental materials and targeted instruction for all EL and RFEP students, including LTELs.	In addition to the core support provided by the education specialist, the school will staff two EL Instructor positions. EL Instructors will provide targeted and high quality ELD instruction for EL students based on current ELPAC levels. All EL students will have access to supplemental ELD programs that cover the CA ELD Standards and support multilingual students with becoming fluent in English and reclassification. The EL	$238,797.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Coordinator and support staff monitor EL student growth through an EL data tracking program. Effectiveness of the EL program will be measured through ELPAC assessment scores, diagnostic growth, CAASPP proficiency and reclassification rates.		
1.4	Provide early literacy instruction and resources aligned with the science of reading.	To align literacy instruction to the science of reading, our school will engage in training in structured literacy for leadership and teachers across all departments. School staff will develop curriculum-specific resources, targeting structured literacy curriculums. Parent involvement will be supported and encouraged by the creation of the Early Literacy Lab, designed to support families implementing structured literacy, as well as deliver live webinars to increase parent knowledge of structured literacy and the science of reading. Multiple departments will collaborate to improve literacy assessments for the Kinder to 3rd grade band. The shift to science aligned resources and instruction will impact students by improving skills in phonemic awareness, phonics, and fluency, also known as foundational skills. Student success in the K-3 grades will be measured by the iReady diagnostic scores given three times per year, and by 3rd grade ELA CAASPP distance from standard. Leadership, teacher, and parent attendance will be recorded and evaluated for increases (or decreases) in attendance, with a baseline established in 2024-25 upon implementation.	$161,000.00	No

Goals and Actions

Board Approved 06/27/26

Goal

Goal #	Description	Type of Goal
2	Increase graduation rate by ensuring all students have access to high quality instruction and resources to promote college, career, and life readiness.	Broad 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)

An explanation of why the LEA has developed this goal.

Feedback from educational partners, declining graduation rate, and medium career college indicator status on the school dashboard indicate that a focus on accessing a wide variety of rigorous core instruction is a continued need at our school. We see that the number of students taking A-G or college courses needs continued improvement, and our CTE program is in early implementation and growing, so this goal and accompanying actions remain appropriate.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Career College Indicator Source: Dashboard	2023: Schoolwide: 48.4% SED: 34.5% Hispanic: 35.8% White: 54.4%	2024: Schoolwide: 44.2% SED: 36.7% Hispanic: 25% White: 50%	2025: Schoolwide: 48.1% SED: 38.5% Hispanic: 32.3% White: 52.0%	+5% schoolwide and in each subgroup	Schoolwide: +11% SED: +9% Hispanic: 0% White: +9.8%
2.2	4-Year Graduation Rate Source: Dashboard	2023: Schoolwide: 87.6% SED: 86.2% Hispanic: 77.4% White: 93%	2024: Schoolwide: 92.8% SED: 90.3% Hispanic: 78.8% White: 96.9%	2025: Schoolwide: 96.3% SED: 95.3% Hispanic: 87.9% White: 98.4%	+5% if below state or maintain at or above baseline metric	Schoolwide: +10.8 SED: +13.7 Hispanic: +10.5% White: +10.8%
2.3	A-G Course Enrollment Source: Internal	2024: 48.9%	2025: 52.7%	2026: 54.5%	53%	+5.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	CTE Enrollment Source: Internal	2024: 39	2025: 23	2026: 57	55	+18
2.5	CTE Completers Source: Internal	2024: 0	2025: 3	2026: 3	20	+3

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.

All actions were fully implemented as planned.

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

Additional funding was provided to increase access to summer school and guidance services.

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

Implementation of Goal 2 actions was effective in improving graduation outcomes and college and career readiness indicators. The four-year graduation rate increased to 96.3% schoolwide, with substantial gains among all reported student groups. Socioeconomically disadvantaged students improved by 13.7 percentage points from baseline, Hispanic students improved by 10.5 percentage points, and White students improved by 10.8 percentage points. These results indicate that counseling services, academic monitoring, transition support, and expanded summer school opportunities provided through Action 2.2 were effective in helping students remain on track toward graduation and postsecondary success.

Actions 2.1 and 2.2 also contributed to improved college and career readiness outcomes. The College/Career Indicator increased from baseline schoolwide and for all reported student groups, with schoolwide performance increasing by 11 percentage points and socioeconomically disadvantaged students increasing by 9 percentage points. A-G course enrollment increased from 48.9% to 54.5%, exceeding the target of 53%, demonstrating that counseling support, academic planning, and increased access to college preparatory coursework were effective in expanding opportunities for students to meet college entrance requirements.

The continued development of Career Technical Education pathways also demonstrated positive results. CTE enrollment increased from 39 students at baseline to 57 students, exceeding the target of 55 students and indicating growing student participation in career-focused programs. However, CTE completer rates remained below the established target as the program continues to expand and mature. In

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addition, Hispanic student performance on the College/Career Indicator remained relatively unchanged from baseline, suggesting a continued need for targeted outreach and support to increase participation in college and career readiness opportunities. These results indicate that the actions were largely effective in improving graduation rates and readiness indicators, while continued focus on pathway completion, industry certifications, and equitable participation in college and career readiness programs will be needed to further improve outcomes.

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.

To improve college and career readiness outcomes, the school will continue expanding access to Career Technical Education pathways and increase opportunities for students to complete pathway sequences and earn industry-recognized certifications. Additional efforts will be made to increase participation in A-G coursework, dual enrollment, and college and career planning activities. Counseling and guidance services will continue to focus on early identification of students who are off track for graduation, A-G completion, or college and career readiness indicators. Targeted outreach and support will be provided to socioeconomically disadvantaged students, Hispanic students, and other student groups demonstrating lower participation rates in college and career readiness opportunities. No changes were made to the goal, metrics, or target outcomes.

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 online instruction and CTE pathways	Through this action, the school will provide administrative support to create CTE pathways and certifications via online instruction. Administrators oversee the CTE committee, attend professional development opportunities, apply for grants, market CTE pathways, collaborate with guidance and communications, research curriculum and CTSO (student leadership) opportunities, and partner with community colleges, businesses and county offices of education to expand CTE opportunities. The effectiveness of this action is measured by CTE student enrollment and pathway completion rate at graduation.	$242,079.00	Yes
2.2	Provide summer school and reduce guidance staff ratios to support high school students in	Through this action, the school will provide School Counselors to offer individualized academic and college/career guidance for all 8th through 12th grade students, including support with four-year planning, graduation progress, A-G completion, and career exploration. An Intake Guidance Coordinator will support newly enrolled students and families through the	$502,568.00	Yes

Action #	Title	Description	Total Funds	Contributing
	achieving goals and transitioning from middle school.	transition process to ensure timely enrollment, appropriate course placement, and access to available academic supports. Summer school opportunities, including credit recovery and A-G coursework, will be available to support students in meeting graduation and college entrance requirements.		

Goals and Actions

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Goal

Goal #	Description	Type of Goal
3	Increase family engagement and connection by fostering a positive school community where all students can learn in a culturally responsive, emotionally safe environment.	Broad Goal

State Priorities addressed by this goal.

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.

Our families, staff and students continually request opportunities to connect with each other, the school, and their community in parent surveys, LCAP meetings, and parent council meetings. Staff, parents, and students repeatedly identify that they benefit from and their desire for academic and enrichment instruction through community partnerships. Additionally, only 44% of families feel they have opportunities for activities with other students at the school. Social emotional learning has been a high priority for families and staff, a need also identified in the number of requests for mental health SSTs and supports. This goal addresses these needs beyond academics to improve the overall school climate.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Student Climate Survey - Perception of Opportunities for School Activities Source: Internal	2024 Always/Most of the time: 59.6%	2025: Always/Most of the time: 67%	2026: Always/Most of the time: 63.4%	Always/Most of the time: 64%	+3.8%
3.2	Student Attendance at Engagement Opportunities Source: Internal	2024 1430 students attended 20 events	2025: 1658 students attended 22 events	2026: 3792 students attended 102 events	1550 students attended 20 events.	+2,362

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	SEL Questionnaire Average growth pre and post program participation Source: Internal	New metric. Baseline established in 24-25 school year.	2025: Average SEL growth: 0.15	2026: Average SEL growth: 0.20	0.22 average growth	+0.05

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.

All actions were fully implemented as planned.

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

There were no material differences between planned and actual expenditures. Remaining spending is on track for the remainder of the fiscal year.

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

Parent workshops, goal setting meetings, and personalized supports were regularly offered, and feedback showed families feel heard.

Actions 3.1 and 3.2 were effective in improving family engagement and positive school climate. SEL efforts are expanding and should continue to be evaluated for subgroup-specific impact.

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.

Based on family feedback, we will adjust event timing and locations to increase accessibility. We will continue to expand opportunities throughout the region for students to engage with each other, with a focus on arts education.

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 social emotional and mental health supports.	Through this action, the school will staff a mental health coordinator who will provide mental health counseling and instruction related to suicide prevention and other mental health and social emotional areas of need. The mental health coordinator consults for students, staff, and parents through SST and 504 meetings, office hours, educational webinars and outreach. Additionally, this action provides research based social emotional curricula and suicide prevention learning units for all our students. The effectiveness of the curriculum is measured through pre and post questionnaires measuring competency within the CASEL (Collaborative for Academic, Social, and Emotional Learning) framework.	$99,550.00	Yes
3.2	Create opportunities for in-person learning and community building through communication and events	Through this action, the school will staff an Engagement Coordinator (EC) who oversees monthly student engagement opportunities, including online and in-person field trips, online and in-person clubs, and in-person family days. The EC partners with staff to expand leading field trip opportunities and surveys families to gauge interest in events. Additionally, the school will staff a Community Coordinator (CC) to build community through regular in-person and virtual events and activities. The program's effectiveness is measured by increases in engagement opportunities and student enrollment in field trips and clubs.	$266,948.00	Yes

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

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Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$2,626,053	$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
7.041%	0.000%	$0.00	7.041%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Provide all students access to high quality standards-based core curriculum. **Need:** Socioeconomically disadvantaged students demonstrate an achievement gap in both our internal assessments and state dashboard, which will be supported by high quality tier 1 materials and instruction. Additionally, educational partner feedback indicated that	This action was developed to provide a standards-based core academic curriculum and support to students in identified subgroups. This will be accomplished by increasing access to high quality tier 1 instruction and materials to ensure steps are taken to address grade level standards. It is principally directed towards meeting the needs of unduplicated students by providing additional funding and resources to help unduplicated students receive high quality tier 1 instruction and materials and access to staff specialists such as a	CAASPP Proficiency (ELA/Math); i-Ready Growth (Metrics 1.1, 1.2, 1.3, 1.4)

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
	access to high quality core content materials and synchronous learning provided through instructional funding was essential to success. In 23-24, with these support provided, the homeless student subgroup had more growth than all other subgroups, demonstrating the effectiveness of this action for this unduplicated group. Although homeless students were not a significant subgroup in 24-25, internal data suggests this trend continues. English Learners show continued need across subject areas, indicating that strong tier 1 instruction is necessary. **Scope:** LEA-wide	curriculum coordinator and curriculum library staff. In addition, in our independent study model of education, parents play a key role as the in-home educator. We find that our unduplicated students often have less support in the home, therefore this action is designed to increase equitability in this area. This is being provided on a schoolwide basis because all students benefit from strong Tier 1 instruction. Additionally, positions and webinars/parent training funded by this action are targeted to specifically address the needs of unduplicated students, but they are accessible by all families.	
1.2	**Action:** Provide supplemental supports in math and ELA for all students demonstrating need, including unduplicated students. **Need:** CAASPP data and internal survey data indicates an achievement gap between all students and Students with Disabilities, EL Students, and Socioeconomically Disadvantaged students, as described in the metrics above. **Scope:** LEA-wide	This action is designed to meet the need of unduplicated students who are tier 2 and 3 by providing supplemental instruction and resources to target students' specific content area needs in math and ELA. Additionally, our homeless and socioeconomically disadvantaged students receive access to technology, hotspots, school supplies, and connection to community resources through relationships built with our homeless liaison. Although it is designed to address the identified needs of unduplicated students, it will be provided on a schoolwide basis because all students performing below grade level can benefit from these opportunities.	i-Ready Growth (Metrics 1.3, 1.4)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.1	**Action:** Provide online instruction and CTE pathways **Need:** CTE pathway completion directly impacts the career and college readiness indicator on the state dashboard. As this is a growing program, completion rates are at 0%. Enrollment in this program does not represent the schoolwide enrollment of unduplicated students, and therefore a need exists to increase the participation and completion of unduplicated students in these programs. Educational partner feedback has identified CTE opportunities as instrumental for student success post-graduation. **Scope:** LEA-wide	The CTE program will allow students who are not planning on attending college another way to prepare for a career. The CTE program provides students with career and academic skills, as well as skills that are needed for the modern workplace, such as critical thinking; communication; teamwork; citizenship, integrity, and ethical leadership; research tools; creativity; and innovation. Providing school-sponsored CTE courses addresses identified inequities in access for unduplicated students by reducing the need to use instructional funds for high school coursework, thereby allowing students and families to allocate those resources toward additional individualized academic supports, interventions, and enrichment opportunities; because unduplicated students are enrolled throughout the school, this action is provided on a schoolwide basis to ensure equitable access and support for all eligible students.	CTE Completers and CTE Enrollment (Metric 2.4, 2.5)
2.2	**Action:** Provide summer school and reduce guidance staff ratios to support high school students in achieving goals and transitioning from middle school. **Need:** Socioeconomically disadvantaged students graduate at lower rates than the schoolwide student group and demonstrate lower levels of college and career preparedness on the California School Dashboard. These outcomes identify a need for increased access to individualized counseling, proactive academic monitoring, transition support, and expanded	This action addresses identified achievement gaps by increasing access to individualized academic planning, graduation monitoring, college and career guidance, and transition support for socioeconomically disadvantaged students. Reducing the student-to-counselor ratio will allow for more frequent and personalized support, including earlier identification of students who are credit deficient or off track for graduation and college/career readiness indicators. Expanded summer school access, including A-G coursework and credit recovery, will provide additional opportunities for students needing academic support to remain on track for graduation and postsecondary success. Because socioeconomically disadvantaged students are	CCI Dashboard, Grad Rate, A-G Course Enrollment (Metrics 2.1, 2.2, 2.3)

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
	opportunities for credit recovery and college preparatory coursework. **Scope:** LEA-wide	enrolled throughout the school and continue to demonstrate lower outcomes in graduation and college/career readiness metrics, this action is provided on a schoolwide basis to maximize equitable access to supports and improve outcomes for unduplicated students while benefiting all students.	
3.1	**Action:** Provide social emotional and mental health supports. **Need:** Families, staff, and students consistently identify social-emotional learning, mental health support, and student connectedness as priority areas through parent surveys, LCAP meetings, and Parent Council feedback. Additionally, the school has experienced ongoing requests for mental health-related SST supports and interventions, identifying a need for expanded access to social-emotional instruction, suicide prevention education, and mental health consultation and support services for students and families, particularly for unduplicated students who may experience additional barriers to accessing outside mental health resources. **Scope:** LEA-wide	This action addresses identified needs by increasing access to mental health counseling, social-emotional instruction, suicide prevention education, and coordinated supports for students and families. The Mental Health Coordinator provides proactive consultation, intervention, and outreach through SST meetings, 504 meetings, parent education, office hours, and direct support services designed to improve student well-being, school connectedness, and social-emotional competency. Research-based social-emotional learning curriculum and suicide prevention instruction provide consistent skill development aligned to the CASEL framework for all students. Because unduplicated students are enrolled throughout the school and often face increased barriers to accessing mental health and social-emotional supports outside of school, this action is provided on a schoolwide basis to maximize equitable access to preventative and responsive supports while benefiting all students.	Climate Survey, SEL Questionnaire (Metrics 3.1, 3.3)
3.2	**Action:** Create opportunities for in-person learning and community building through communication and events	This action addresses identified needs by expanding opportunities for students and families to participate in meaningful school-connected enrichment, relationship-building, and community	Attendance at Engagement Opportunities (Metric 3.2)

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: Families, staff, and students consistently express a desire for increased opportunities to connect with peers, staff, and the broader school community, as reflected in surveys, LCAP meetings, and Parent Council feedback. School climate data indicate that only 44% of families feel they have opportunities to engage with other students at the school, underscoring a need to increase engagement opportunities, school connectedness, and access to enrichment experiences, particularly for unduplicated students who may face barriers to participation in community-based opportunities outside of school. **Scope:** LEA-wide	engagement activities through field trips, clubs, family events, and schoolwide communication and outreach. The Engagement Coordinator increases access to both online and in-person opportunities designed to strengthen student connectedness, peer interaction, and family engagement while partnering with staff and families to identify high-interest programming. Because unduplicated students are enrolled throughout the school and may have fewer opportunities to participate in enrichment and community-building experiences outside of school, this action is provided on a schoolwide basis to maximize equitable access to engagement opportunities, improve overall school climate, and benefit all students.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:** Provide supplemental materials and targeted instruction for all EL and RFEP students, including LTELs. **Need:**	The school will increase the percentage of English learners who make progress toward English proficiency and who demonstrate proficiency on the ELPAC with a Level 4 through ELD standards-based curriculum, supplemental programs to target EL students' specific language needs at	EL Progress Indicator, EL Reclassification Rates (Metrics 1.5, 1.6)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	10% of EL students were reclassified in 2024, and this metric grew with the supports in place in 2025. ELPI progress decreased YOY. EL students demonstrate an achievement gap in CAASPP math and ELA proficiency on the 2023 dashboard, as described in the metrics above. **Scope:** Limited to Unduplicated Student Group(s)	tiers 2 and 3, and ongoing professional development for staff. In addition, we will increase the percentage of EL students' demonstrating proficiency in Math and ELA on the CAASPP through elevated professional development for all Integrated ELD teachers, and supplemental programs to target EL students' specific content area needs at tiers 2 and 3.	

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

Additional Concentration Grant Funding

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

N/A - School does not receive concentration grant funding

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	$37,296,877	$2,626,053	7.041%	0.000%	7.041%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,627,328.00	$513,068.00	$0.00	$317,217.00	$3,457,613.00	$1,986,667.00	$1,470,946.00

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 all students access to high quality standards-based core curriculum.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$355,205.00	$1,001,012.00	$1,309,114.00	$0.00	$0.00	$47,103.00	$1,356,217.00	0
1	1.2	Provide supplemental supports in math and ELA for all students demonstrating need, including unduplicated students.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$226,589.00	$363,865.00	$182,652.00	$209,000.00	$0.00	$198,802.00	$590,454.00	0
1	1.3	Provide supplemental materials and targeted instruction for all EL and RFEP students, including LTELs.	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$228,297.00	$10,500.00	$167,485.00	$0.00	$0.00	$71,312.00	$238,797.00	0
1	1.4	Provide early literacy instruction and resources aligned with the science of reading.	All	No			All Schools	2 year initial implementation	$161,000.00	$0.00	$0.00	$161,000.00	$0.00	$0.00	$161,000.00	0
2	2.1	Provide online instruction and CTE pathways	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$215,700.00	$26,379.00	$242,079.00	$0.00	$0.00	$0.00	$242,079.00	0
2	2.2	Provide summer school and reduce guidance staff ratios to support high school students in achieving goals and transitioning from middle school.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$484,568.00	$18,000.00	$359,500.00	$143,068.00	$0.00	$0.00	$502,568.00	0
3	3.1	Provide social emotional and mental health supports.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$65,000.00	$34,550.00	$99,550.00	$0.00	$0.00	$0.00	$99,550.00	0
3	3.2	Create opportunities for in-person learning and community building through communication and events	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$250,308.00	$16,640.00	$266,948.00	$0.00	$0.00	$0.00	$266,948.00	0

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
$37,296,877	$2,626,053	7.041%	0.000%	7.041%	$2,627,328.00	0.000%	7.044 %	**Total:**	$2,627,328.00
								LEA-wide Total:	$2,459,843.00
								Limited Total:	$167,485.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Provide all students access to high quality standards-based core curriculum.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,309,114.00	0
1	**1.2**	Provide supplemental supports in math and ELA for all students demonstrating need, including unduplicated students.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$182,652.00	0
1	**1.3**	Provide supplemental materials and targeted instruction for all EL and RFEP students, including LTELs.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$167,485.00	0
2	**2.1**	Provide online instruction and CTE pathways	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$242,079.00	0
2	**2.2**	Provide summer school and reduce guidance staff ratios to support high school students in achieving goals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$359,500.00	0

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 (%)
		and transitioning from middle school.						
3	**3.1**	Provide social emotional and mental health supports.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$99,550.00	0
3	**3.2**	Create opportunities for in-person learning and community building through communication and events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$266,948.00	0

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Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,089,477.00	$4,100,818.00

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 all students access to high quality standards-based core curriculum.	Yes	$2,290,758.00	2,192,747
1	**1.2**	Provide supplemental supports in math and ELA for all students demonstrating need, including unduplicated students.	Yes	$577,210.00	589,427
1	**1.3**	Provide supplemental materials and targeted instruction for all EL and RFEP students, including LTELs.	Yes	$296,000.00	253,826
1	**1.4**	Provide early literacy instruction and resources aligned with the science of reading.	No	$103,000.00	98,334
2	**2.1**	Provide online instruction and CTE pathways	Yes	$211,383.00	208,585
2	**2.2**	Provide summer school and reduce guidance staff ratios to support high school students in achieving goals and transitioning from middle school.	Yes	$244,674.00	427,577
3	**3.1**	Provide social emotional and mental health supports.	No	$95,312.00	95,442
3	**3.2**	Create opportunities for in-person learning and community building through communication and events	No	$271,140.00	234,880

2025-26 Contributing Actions Annual Update Table

Board Approved 06/25/25

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)
$2,445,083	$3,030,817.00	$3,041,017.00	($10,200.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Provide all students access to high quality standards-based core curriculum.	Yes	$2,226,858.00	2,132,747	0	
1	1.2	Provide supplemental supports in math and ELA for all students demonstrating need, including unduplicated students.	Yes	$168,802.00	$171,956	0	
1	1.3	Provide supplemental materials and targeted instruction for all EL and RFEP students, including LTELs.	Yes	$221,500.00	$173,641	0	
2	2.1	Provide online instruction and CTE pathways	Yes	$208,983.00	$208,585	0	
2	2.2	Provide summer school and reduce guidance staff ratios to support high school students in achieving goals and transitioning from middle school.	Yes	$204,674.00	$354,088	0	

2025-26 LCFF Carryover Table

Board Approved 06/02/26

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)
29,219,155	$2,445,083	0	8.368%	$3,041,017.00	0.000%	10.408%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Board Approved 06/02/26

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

Board Approved 06/02/26

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.
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- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and

- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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