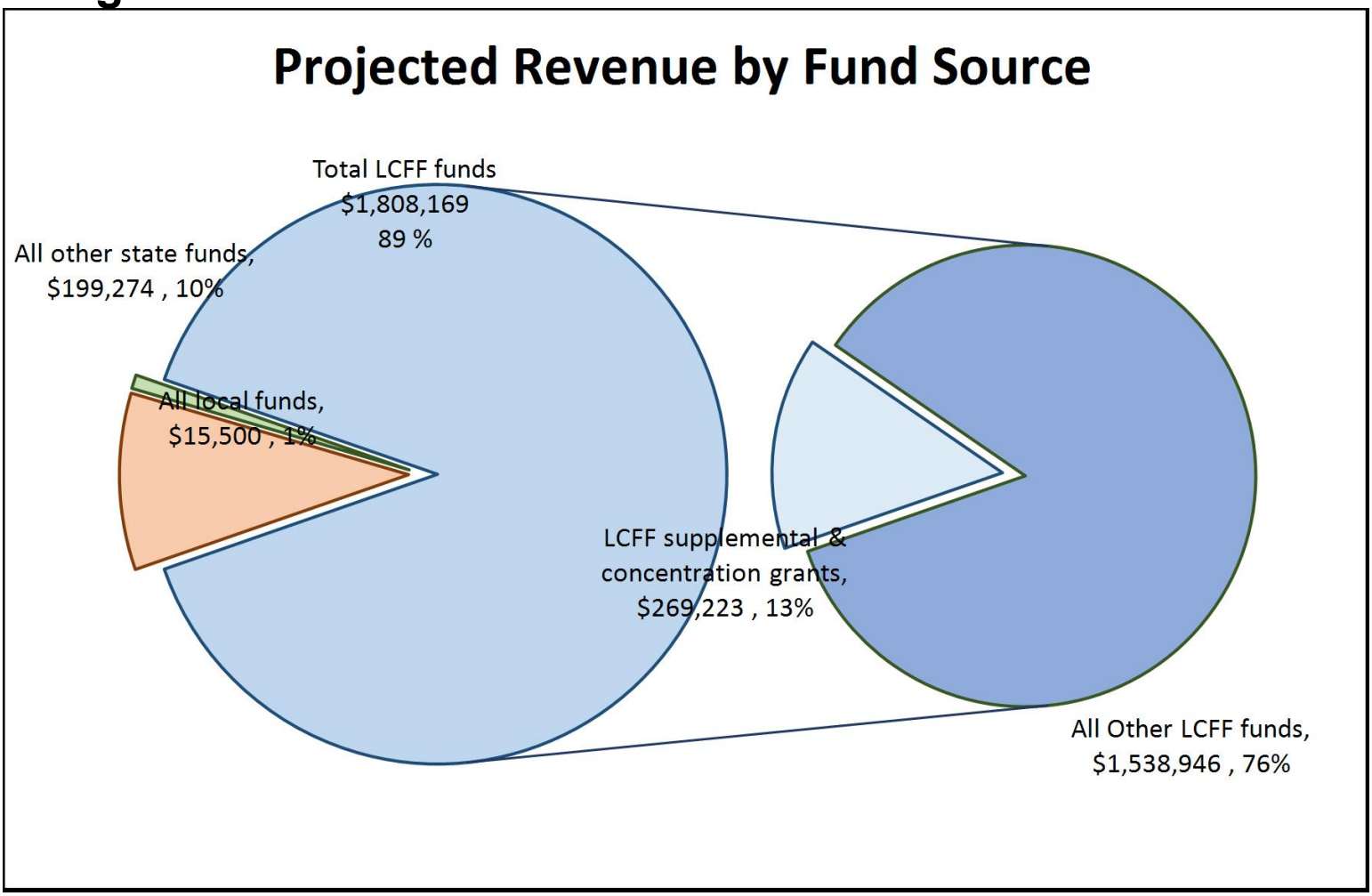
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lemoore University Elementary Charter School
CDS Code: 16639740100156
School Year: 2025-26
LEA contact information:
Micky Yocum
Charter School Dean
myocum@myluesd.net
(559) 924-6890

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 2025-26 School Year

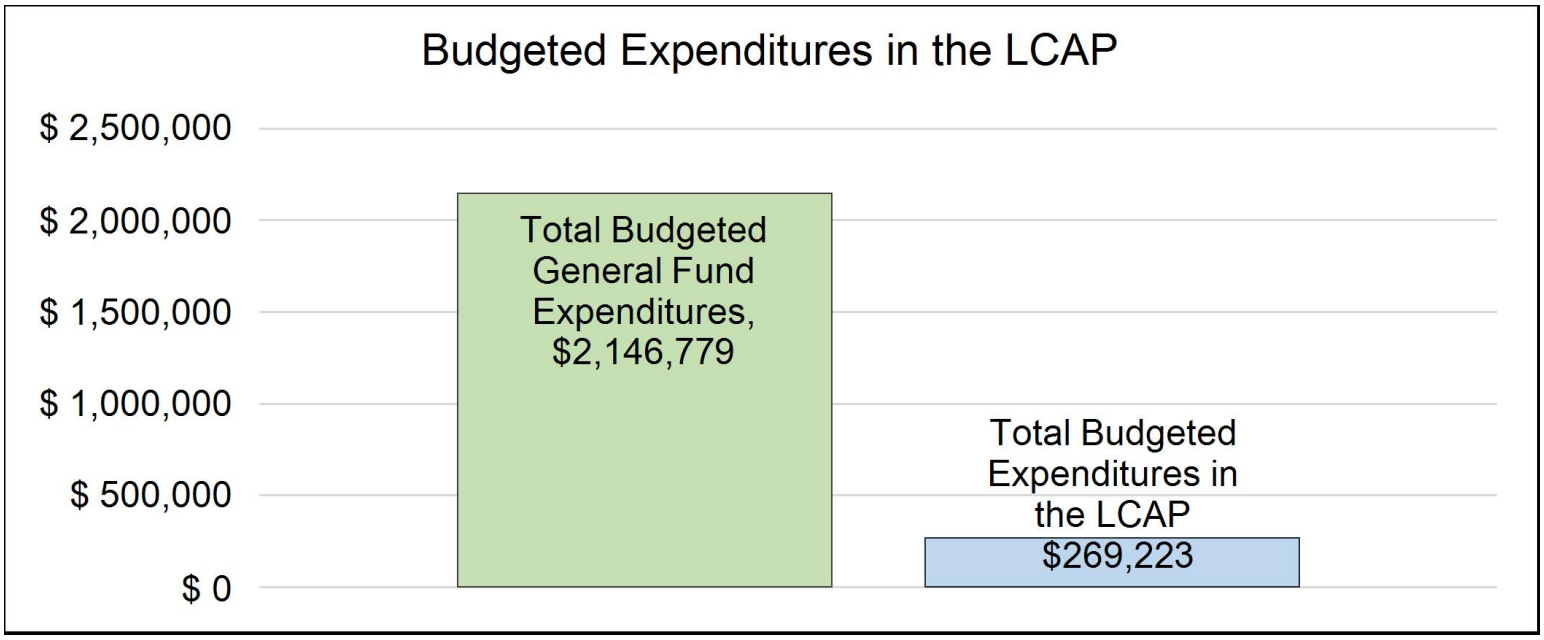


This chart shows the total general purpose revenue Lemoore University Elementary Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lemoore University Elementary Charter School is $2,022,943, of which $$1,808,169 is Local Control Funding Formula (LCFF), $$199,274 is other state funds, $$15,500 is local funds, and $0 is federal funds. Of the $$1,808,169 in LCFF Funds, $$269,223 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Lemoore University Elementary Charter School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

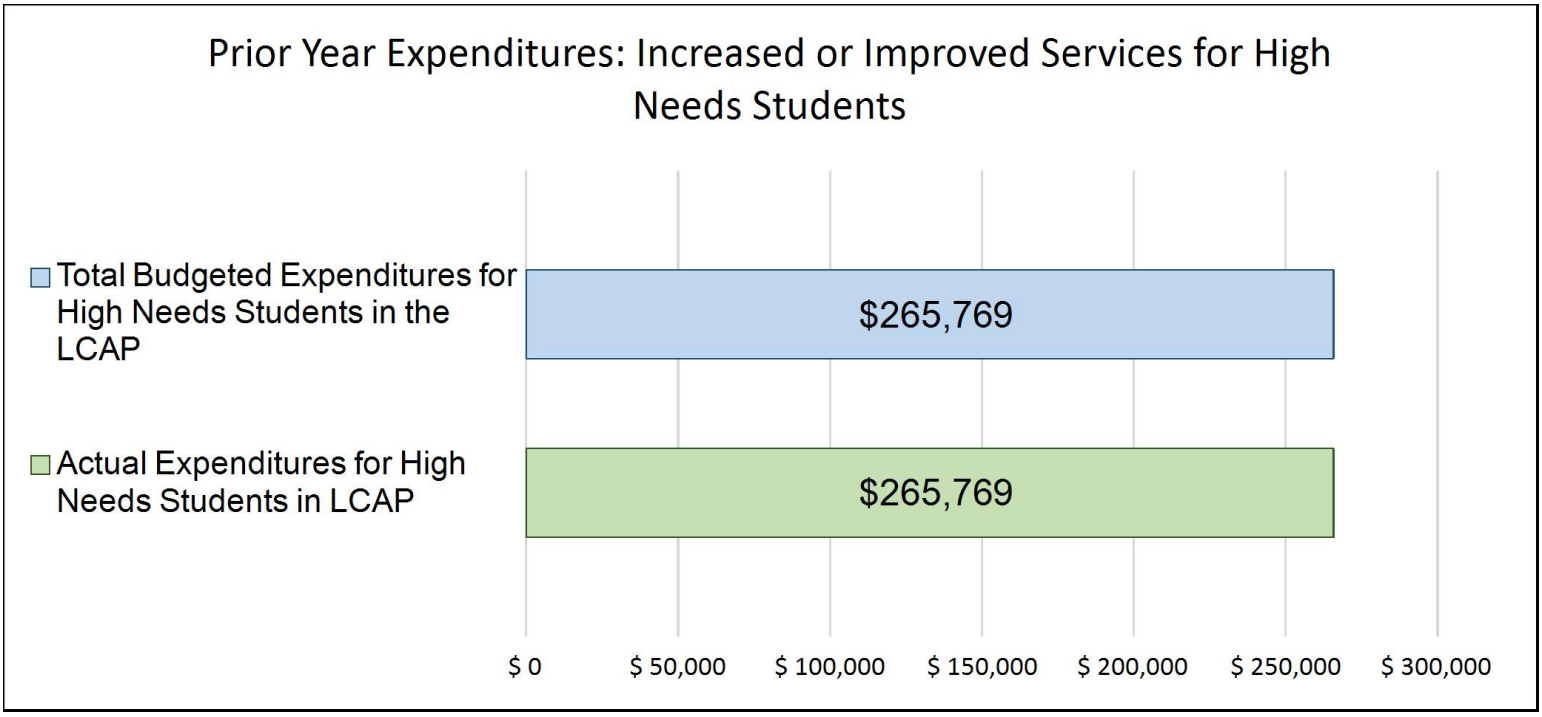
The text description of the above chart is as follows: Lemoore University Elementary Charter School plans to spend $$2,146,779 for the 2025-26 school year. Of that amount, $$269,223 is tied to actions/services in the LCAP and $1,877,556 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Lemoore University Elementary Charter School is projecting it will receive $$269,223 based on the enrollment of foster youth, English learner, and low-income students. Lemoore University Elementary Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Lemoore University Elementary Charter School plans to spend $$269,223 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 2024-25



This chart compares what Lemoore University Elementary 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 Lemoore University Elementary 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 2024-25, Lemoore University Elementary Charter School's LCAP budgeted $$265,769 for planned actions to increase or improve services for high needs students. Lemoore University Elementary Charter School actually spent $$265,769 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lemoore University Elementary Charter School	Micky Yocum Charter School Dean	myocum@myluesd.net (559) 924-6890

Plan Summary [2025-26]

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.

The Lemoore University Elementary Charter School (UCS) is a 6th through 8th grade dependent charter school of the Lemoore Union Elementary School District (LUESD) serving up to 180 students. Students in grades 6th thru 8th have a daily period rotation in five core academic classes along with an elective rotation and weekly workshops for differentiated instruction and intervention. The mission of the school is “To ensure that every student learns to his or her greatest potential.” The goal for staff is to support all students in their quest to be college and career ready. Students enrolled at UCS are majority residing within the LUESD boundaries.

The LUESD is located in the city of Lemoore in Kings County which is nestled in the heart of the San Joaquin Valley. Lemoore is an intimate farming community of 26,000 (pop.) with a Naval Air Station located just 7 miles west of town and is home to the Super Hornet F-18 Fighter Squadrons. Lemoore is centrally located in California approximately 3 hours north of Los Angeles and 3 hours southeast of San Francisco. The Central Valley stretches from Redding to Bakersfield and is internationally known as the largest fertile valley in the world. Most students attend 9th through 12th grades at Lemoore High School with a small population attending the Middle College High School and Lemoore Online High School programs located on the Lemoore College campus. Lemoore College is a community colleg that currently operates a comprehensive campus in Lemoore, CA. California State University-Fresno, and Fresno Pacific University are located within an hour from Lemoore.

The LUESD staff are dedicated to serving the students of Lemoore and are guided by the district's goals, beliefs and values as noted below.
GOALS AND INDICATORS
The long-range Goal Areas of Lemoore Union Elementary School District are the following:

- Maximize Student Achievement and Success
- Provide Safe and Nurturing Learning Environments
- Maintain a Supportive and Professional Teaching Environment
- Foster Positive Relationships and Customer Service
- Maintain Fiscal Health through Careful Planning

BELIEFS AND VALUES
- We value collaboration and believe that by collaborating we will maximize student learning.
- We value each child and believe that they can make significant growth academically and socially each year.
- We believe that all children share responsibility for their learning and that we will find ways to support them to be successful.

LREBG Unexpended funds $138,749.00
Action
Mental and Physical health support

Reflections: Annual Performance

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

In reviewing the California School Dashboard, we had some successes and areas that we need to further address. A review of the CSD for the most recent data was from the 2023-2024 school year. A review of this data shows that UCS has met all local indicators. UCS earned Orange status for ELA, Math, and Suspension Rate. UCS was Yellow for Chronic Absenteeism. In looking at site and district data for the 2022/2023 and 2023/2024 school years, our percentage of state assessment participation rate decreased from 96% to 93.5%, our attendance rate decreased slightly from 95% to 94%, our suspension rate increased from 6.4% to 6.7%, but our chronic absenteeism rate decreased from 18.2 % to 15.6%. In the areas of chronic absenteeism and suspension, we saw improvement for the subgroup of White students going from Red to Orange status in chronic absenteeism and Orange to Yellow in suspensions, Hispanic students went from Orange to Yellow in suspensions and chronic absenteeism, and SED (Socio-Economically Disadvantaged) went from Yellow to Green in suspensions and stayed Yellow for chronic absenteeism. In ELA, we're Orange overall, with our White students in Green, and our SED & Hispanics in Orange. In Math, we're Orange overall, with our White students in Yellow and our Hispanic and SED in Orange. In reflecting on feedback from our educational partners, we learned that students, staff, and charter council members wanted increases in academics, behavior, and social-emotional support. We saw an increase in suspensions, a decrease in chronic absenteeism and ELA, while maintaining in Math achievement. We also continue to see interest in sports, music, and CTE/STEAM education. Due to these findings and recommendations, we are going to continue to invest in support personnel in the form of a third noon aide and a second SEL Para. We are also going to continue to invest in our expanded 6-8 sports, music, CTE/STEAM materials/curriculum/experiences, 4H program, intervention materials for academics and social-emotional learning, and technology.

Unexpended funds Learning Recovery Emergency Block Grant LREBG $138,749.00

Action 2.4

Provide nursing services through 1 FTE (LVN) licensed vocational nurses to provide mental and physical support to help mitigate learning loss.

Rational
Education Code (EC) Section 32526(c)(2)(C) Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health... and mental health services...programs, or programs to address pupil trauma... referrals for support for family or pupil needs.

Reflections: Technical Assistance

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

UCS is not eligible for ATSI or CSI

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable. UCS is not eligible 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.

Not Applicable. UCS is not eligible for CSI.

Monitoring and Evaluating Effectiveness

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

Not Applicable. UCS is not eligible for CSI.

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
Charter Council Meetings	(9/25/24, 2/25/25 & 5/14/25)
Staff, student, and parent surveys	Survey was sent out in March of 2025

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

The feedback from our educational partners via school events (i.e. Back to School Night 8/22/24, Open House 5/1/25, Parent Recruitment Nights Feb./March 2025), formal/informal conversations, digital surveys (sent out March 2025), monthly staff meetings, and Charter Council meetings (9/25/24, 2/25/25 & 5/14/25) focused on continuance of our current plan, with an added focus on student safety, character education, additional supervision and SEL intervention. One goal is to focus on student learning by continuing to provide time for teacher collaboration to plan for rigorous instruction aligned with the guaranteed standards, looking at assessments, and providing intervention. They also clearly wanted to see a focus on staff/student safety, behavior expectations/intervention, and Social-Emotional Learning and support from staff equipped/trained to do so. Lastly, they wanted to continue and expand our extra-curricular activities (sports, arts, project based learning, etc.) and expanded learning opportunities (CTE Pathways, 4H, dual enrollment, etc.) at UCS.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Ensure all students are learning.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

UCS has chosen this goal because the California School Dashboard data suggest that our students are not meeting the benchmark for the average student in math and ELA. The data also points to gaps in achievement for select groups of students where students in the school average have progressed at greater rate.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	State 1: Rate of teacher assignments and credentials	100 % assigned and 87.5% fully credentialed	100% assigned & 100% fully credentialed		100% assigned and 100% fully credentialed	100% (0.0%) assigned & 100% (+12.5%) fully credentialed
1.2	State 1: Standards aligned materials	Math, History, ELA – Yes; Science – No	ELA, Math, History & Science - Yes		ELA, Math, Science and History - Yes	ELA, Math, History & Science - Yes (science was No)
1.3	State 1: School facilities in good repair	Exemplary	Exemplary		Exemplary	Same (Exemplary)
1.4	State 2: Implementation of State Standards for all students	Yes	Yes		Yes	Same (Yes)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	State 4: State assessments - % participation	ELA – 95% Math – 95% Science – 95%	ELA – 94% Math – 93% Science – 79%		ELA - 96% Math - 96% Science - 96%	ELA – -1%% Math – -2%% Science – -16%%
1.6	State 4: State assessments - % Met/Exceed Standard	ELA – All Students - 24.9 points above standard White - 6.4 points above standard SED - 8.9 points above standard Foster - N/A Math – All Students - 57.9 points below standard White - 74.7 points below standard SED - 74.5 points below standard Foster - N/A	ELA – All Students - 6.4 points below standard White - 16.6 points above standard SED - 40.8 points below standard Foster - N/A Math – All Students - 56.4 points below standard White - 45.1 points below standard SED - 86.2 points below standard Foster - N/A		ELA – All Students - 28 points above standard White - 15 points above standard SED - 15 points above standard Foster - N/A Math – All Students - 45 points below standard White - 55 points below standard SED - 55 points below standard Foster - N/A	ELA – All Students - 31.3% point decrease White - 10.2 point increase SED - 49.7 point decrease Foster - N/A Math – All Students - 1.5 point increase White - 29.6 points increase SED - 11.7 point decrease Foster - N/A
1.7	State 4: EL reclassification rate – meet/exceed county average ELPAC EL Progress Indicator (ELPI) English Learners - Made Progress	EL reclassification rate 14% ELPAC EL Progress Indicator (ELPI) English Learners - Made Progress (Not enough Data)	EL reclassification rate 14% ELPAC EL Progress Indicator (ELPI) English Learners - Made Progress (Not enough Data)		EL reclassification rate 25% ELPAC EL Progress Indicator (ELPI) English Learners - 50% Made Progress	EL reclassification rate 0% ELPAC EL Progress Indicator (ELPI) English Learners - Made Progress

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	State 7: Course access to required area of study	Yes	Yes		Yes	Same (Yes)
1.9	State 8: Other Pupil Outcomes	Yes, All students have access to elective courses which give a broad course of study to help prepare students for the 21st century skills.	Yes, All students have access to elective courses which give a broad course of study to help prepare students for the 21st century skills.		Yes, All students have access to elective courses which give a broad course of study to help prepare students for the 21st century skills.	Same. (Yes, All students have access to elective courses which give a broad course of study to help prepare students for the 21st century skills.)
1.10	Sports Participation Rates	Sports Participation rate 2023/2024: 6th - 24/40 7th - No data (Implementing 2024/2025) 8th - No data (Implementing 2024/2025)	Sports Participation rate 2024/2025: 6th - 17/38 (45%) 7th - 37/59 (63%) 8th - 34/58 (59%)		Sports Participation rate 2025/2026: 6th - 25/60 7th - 25/60 8th - 25/60	Sports Participation rate 2024/2025: 6th - -15% 7th - +63% 8th - +59%

Goal Analysis [2024-25]

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 four actions were implemented during the 24-25 school year. Students received new devices if they needed one for any reason ta assist in classroom and at-home learning, homework, state assessment, and intervention in ELA and math. We started implementing as much STEM related opportunities as we could, including starting an after school program that featured STEM activities, as well as starting our own charter 4H chapter, with a gardening elective and many other electives dedicated to STEM, such as robotics, water colors, pottery, origami, ukuleles, and drawing. We also had a very successful sports launch at the site with all 6-8 graders being able to participate in fall, winter and spring sports, such as flag football, volleyball, basketball, and soccer. Wea also sent our entire 6th grade to Scicon in the fall, which was extremely well received by students and parents alike.

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

The material variance between the budgeted amount and the expected expenditures for Action 1.3 is primarily due to unanticipated increases in the costs of materials, supplies, and additional labor requirements. Since the original budget was prepared, market conditions have shifted significantly, resulting in higher prices for key materials and supplies necessary to complete this action. Additionally, to maintain project timelines and meet quality standards, it was necessary to engage additional labor resources, which contributed further to the increase in overall costs.

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

We had kind of a mixed bag with our academic results this year. Our overall ELA scores dropped, but our math maintained. Our overall ELA scores fell from 24.9 % above standard to 6.4 % below standard. Our SED students fell from 8.9% above standard to 40.8 % below standard in ELA. The bright spot in this data was our white subsection of students increased from 6.4% below standard to 16.6% above standard. In math, the same held true with our overall score going from 57.9% below to 56.4% below, and our SED decreasing from 74.5% to 86.2%. Meanwhile, our white students increased from 74.7% below standard to 45.1% below standard. These actions seemed to be ineffective for the most part in increasing our state testing scores. That being said, we also had an inordinate amount of students opt out of the testing. We didn't meet our testing participation rate requirement for the first time ever, and that affected our scores, as they give the minimum score possible for every student below the 95% participation threshold. The implementation of STEM activities and learning opportunities was very positive though. We had over 25 students sign up for our afterschool program for our first offering of the program. That's nearly 20% of our students body taking advantage of the extended learning opportunity, with more signing up weekly. We had all but 2 students from our 6th grade attend Scicon in October, meaning we had 95% of our students attend. Sports was extremely effective as well, with 45% of our 6th graders participating, 63% of our 7th grade and 59% of our 8th graders playing in one or more of the sports offered this year, for the first time in school history.

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.

As a result of a review of our metrics and practices, we are making two important changes to our planned actions for the coming year: the addition of attendance support personnel and a Licensed Vocational Nurse (LVN).

One of the key takeaways from our reflection was the gap between our strong Average Daily Attendance of 95% and our high chronic absenteeism rate of 15.7%. While most students attend regularly, a significant number are missing enough school to put their academic success at risk. We recognized that prior practices lacked a dedicated resource to track, address, and reduce chronic absenteeism in a proactive and student-centered way.

To directly respond to this need, we are introducing a new attendance support role focused on early intervention, consistent outreach, and personalized support for students and families. This staff member will work to build relationships, identify barriers to attendance, and collaborate with other support services to ensure students are present and engaged. As a result, we have also adjusted our attendance-related outcomes for the coming year, setting a more ambitious target to reduce chronic absenteeism through these enhanced efforts.

In addition, we identified health-related absences and medical concerns as another barrier to consistent attendance. Too often, students were being sent home or missing learning time for issues that could have been managed with appropriate medical care on campus. In response, we have decided to bring on a Licensed Vocational Nurse (LVN) to provide daily health services, support students with chronic conditions, and help reduce the number of absences due to minor or preventable health concerns. The LVN will also contribute to creating a safe and supportive environment, particularly for students with limited access to healthcare outside of school.

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	Student Technology	1.1 This investment by UCS is aimed at addressing the diverse learning needs of students in the 21st century. It will also provide, update, and replace student mobile devices as needed to maintain a 1:1 model.	$10,000.00	Yes
1.3	STEM education	1.3 This investment by UCS is aimed at increasing students abilities to be college and/or career ready for jobs requiring such knowledge. STEM stands for science, technology, engineering, and math. STEM is an educational approach that integrates the arts and creativity with existing STEM disciplines to help foster innovative thinking and problem-solving skills.	$20,558.00	Yes
1.4	Experiential Learning Opportunity-Science Camp	1.4 This investment by UCS will offer students the opportunity to learn about a subject in a more hands-on and immersive way than they can in the classroom. It also supports our investment in STEM education.	$35,000.00	Yes
1.5	Extra Curricular Programs	This investment is so UCS can offer after school sports and other extra-curricular programs to all students.	$9,400.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide a safe and nurturing 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.

UCS has chosen this goal because the California School Dashboard data indicates areas of need for significant improvement are Chronic Absenteeism and Suspension/Expulsion Rate. The feedback from our educational partners suggest a continued desire to focus on maintaining a safe and nurturing environment. Student engagement is a motivation for student daily attendance. The actions support personnel resources which facilitate healthy relationships for students and give meaning for attending school regularly, which decreases chronic absenteeism and behavior issues.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	State 5: Pupil engagement – Average Daily Attendance %	Average Daily Attendance 2023/2024 - 95%	Average Daily Attendance 2024/2025 - 95%		Average Daily Attendance 2025/2026 - 96%	Average Daily Attendance - 0.00%
2.2	State 5: Pupil engagement - Chronic absenteeism rate	Chronic Absenteeism Rate 2022/2023 - 9.3% (14.9%-Aeries) (18.2%-dash) Red Indicator White - 31.3%	Chronic Absenteeism Rate 2023/2024 - 15.7% (dash) Red Indicator - White - 24.1% (Yellow)		Chronic Absenteeism Rate 2025/2026 - 8% Red Indicator White - 25%	Chronic Absenteeism Rate - -2.5%% (dash) Red Indicator - White - 7.2%%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	State 5: Pupil engagement – middle school dropout	2023/2024 0%	2024/2025 0%		2025/2026 0%	0.0%
2.4	State 6: School climate – Pupil suspension/expulsion rate	Suspensions 2022/2023 All Students - 6.4% Red Indicator White - 12.5% Expulsion 0%	Suspensions 2023/2024 All Students - 6.7% Red Indicator - White - 10.3% (Yellow) Expulsion 0%		Suspensions 2025/2026 All Students - 5% Red Indicator White - 8% Expulsion 0%	Suspensions All Students - +0.3%% Red Indicator White - -2.2%% Expulsion 0%
2.5	State 3: Parent Involvement	Parent Involvement - 2023/2024 Parent-Teacher Conferences: 73% (avg.) Back to School: 85 parents Parent Survey: 28 responses Charter Council Participation: Members (3) - 80% (avg.) Public - 0 to 2 (avg.)	Parent Involvement - 2024/2025 Parent-Teacher Conferences: 92% (avg.) Back to School: 82 parents Parent Survey: 19 responses (In-Progress) Charter Council Participation: Members (3) - 100% (avg.) Public - 0 to 2 (avg.)		Parent Involvement - 2025/2026 Parent-Teacher Conferences: 80% Back to School: 95 parents Parent Survey: 40 responses Charter Council Participation: Members (3) - 90% (avg.) Public - 3 to 5 (avg.)	Parent Involvement - Parent-Teacher Conferences: +19% (avg.) Back to School: -3 parents Parent Survey: -9 responses Charter Council Participation: Members (3) - +20% (avg.) Public - 0 (avg.)

Goal Analysis [2024-25]

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 three actions were implemented for the 2024/2025 school year. Generally, I believe the actions were positive and effective for the students at UCS. We employed 3 noon aides for the entire year (minus a few weeks), 2 SEL paras (minus a few months), and had our counselor one day a week (minus a few weeks), so the services were fairly consistent throughout the year.

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.

Action 2.2
A material difference occurred under Action 2.2, which provides counseling services, due to the counselor assigned to our site being at the top of the salary schedule. This resulted in a higher-than-anticipated cost for the position, as the individual's compensation reflected the highest step on the pay scale. While the counseling services were implemented as planned, the total expenditure exceeded the original estimate due to this staffing factor.

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

The noon aides were effective in a couple different ways. Our average attendance rate maintained at 95%, while our chronic absenteeism decreased from 18.2% to 15.7%, with our White subgroup going from red to yellow from last year. They were also our coaches throughout the year in our expanded sports program. One noon aide coached 3 sports, while the other 2 coached 2 sports each, which helped foster relationships with the students. The SEL paras were effective as well for our student body. This years student survey showed that the students appreciated the relationships with our support staff with increases in just about every survey topic dealing with them. Students feeling happy at school increased from 76% to 80.5%, students feeling close to someone at school increased from 80% to 83.4%, students that talked to a counselor or SEL para went from 13.6% to 22.2%, students feeling safe or happy with an SEL para on campus went from 39.2% to 52.8%, students enjoying or feeling better after talking to the SEL para increased from 44% to 48%, and students not worried about being bullied increased from 60% to 62%. The investment in these positions continue to be effective for our site.

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.

As a result of a review of our metrics and practices, we are making two important changes to our planned actions for the coming year: the addition of attendance support personnel and a Licensed Vocational Nurse (LVN).

One of the key takeaways from our reflection was the gap between our strong Average Daily Attendance of 95% and our high chronic absenteeism rate of 15.7%. While most students attend regularly, a significant number are missing enough school to put their academic success at risk. We recognized that prior practices lacked a dedicated resource to track, address, and reduce chronic absenteeism in a proactive and student-centered way.

To directly respond to this need, we are introducing a new attendance support role focused on early intervention, consistent outreach, and personalized support for students and families. This staff member will work to build relationships, identify barriers to attendance, and collaborate with other support services to ensure students are present and engaged. As a result, we have also adjusted our attendance-related outcomes for the coming year, setting a more ambitious target to reduce chronic absenteeism through these enhanced efforts.

In addition, we identified health-related absences and medical concerns as another barrier to consistent attendance. Too often, students were being sent home or missing learning time for issues that could have been managed with appropriate medical care on campus. In response, we have decided to bring on a Licensed Vocational Nurse (LVN) to provide daily health services, support students with chronic conditions, and help reduce the number of absences due to minor or preventable health concerns. The LVN will also contribute to creating a safe and supportive environment, particularly for students with limited access to healthcare outside of school.

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	Noon Aides	This investment is to provide UCS with three adult yard supervisors to facilitate a positive school climate and decrease behaviors.	$60,503.00	Yes
2.2	School Counselor	This investment by UCS provides counseling services 1 day weekly to all pupils in need and/or requiring services.	$35,524.00	Yes
2.3	SEL Paraprofessional	This investment by UCS provides two SEL para professionals for behavioral and social-emotional support services 5 days weekly to all pupils in need.	$76,084.00	Yes
2.4	Nursing Services	Provide nursing services through 1 FTE (LVN) licensed vocational nurses This action is made possible through funds from the Learning Recovery Block Grant (LREBG).	$104,478.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Attendance Support	This action will be used to support to help support student attendance.	$22,154.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$269,223	$$17,636

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
17.494%	0.000%	$0.00	17.494%

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:** Student Technology **Need:** Priority 4: Pupil Achievement A. Statewide Assessments The CAASPP data reveals a notable gap in proficiency levels between all students and socioeconomically disadvantaged (SED) students in both English Language Arts (ELA)	Students can use electronic devices to access a wealth of information online. E-books, research articles, and educational websites provide a vast repository of knowledge, enhancing learning and research capabilities. Electronic devices accommodate diverse learning needs. Students with disabilities can use assistive technologies such as screen readers, speech-to-text software, or customizable fonts. These tools promote inclusivity in education. Electronic devices allow students to engage with multimedia content.	Priority 4: Pupil Achievement A. Statewide Assessments Metric 1.6 CAASPP - ELA distance from proficiency (CA Dashboard) 2023: All Students - 28 points above standard

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and Math. While all students are significantly above the proficiency standard in ELA, SED students lag behind by 16 points, indicating a need for targeted intervention. In Math, the gap is even more pronounced, with all students falling below the standard by 57.9 points, and SED students facing an even greater deficit of 74.5 points. These disparities underscore the urgent need to address educational inequities and provide additional support to students, particularly those from disadvantaged backgrounds. One-to-one device initiatives can play a crucial role in leveling the playing field and ensuring equitable access to resources. By providing every student with a personal device, regardless of their socioeconomic status, educational institutions can bridge the digital divide and empower students with tools for learning, exploration, and collaboration. SED students, who may face barriers to accessing educational resources outside of school, stand to benefit significantly from this initiative, as it provides them with equal opportunities to engage with digital learning materials and enhance their academic skills. While the reclassification rate is an important measure of academic progress for EL students, it also underscores the need for targeted support to facilitate their language acquisition and academic achievement. One-to-one devices can serve as valuable tools in this regard, providing EL students with access to language learning apps, multimedia	Videos, interactive simulations, and visual aids enhance understanding and retention. For example, educational apps can explain complex concepts through animations or diagrams.	White - 15 points above standard SED - 15 points above standard English Learners - N/A Foster - N/A Metric 1.6 CAASPP - Math distance from proficiency (CA Dashboard) 2023: All Students - 45 points below standard White - 55 points below standard SED - 55 points below standard English Learners - N/A Foster Youth - N/A Metric 1.7 ELPAC EL Progress Indicator (ELPI) English Learners - 50% Made Progress Metric 1.7 Priority 4: Pupil Achievement EL Reclassification Rate 25%

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
	resources, and interactive activities to support their English language development. By integrating technology into language instruction and providing EL students with personalized learning opportunities, educational institutions can accelerate their progress toward reclassification and promote their overall academic success. **Scope:** LEA-wide		
1.3	**Action:** STEM education **Need:** Priority 4: Pupil Achievement A. Statewide Assessments The provided data from the California Dashboard for 2023 underscores the importance of STEM (Science, Technology, Engineering, and Mathematics) experiences as a critical component of student achievement and success. The data reveals a significant proficiency gap in math, with both all students and socioeconomically disadvantaged (SED) students falling below the proficiency standard by 57.9 and 74.5 points, respectively. STEM education emphasizes mathematical concepts and problem-solving skills, providing students with opportunities to apply mathematical principles in real-world contexts. By engaging	STEM stands for science, technology, engineering, and math. STEM is an educational approach that integrates the arts and creativity with existing STEM disciplines to help foster innovative thinking and problem-solving skills. It's a term more associated with primary and secondary education. STEM education ideally incorporates creative and critical thinking in its core curriculum.	Priority 4: Pupil Achievement A. Statewide Assessments Metric 1.6 CAASPP - ELA distance from proficiency (CA Dashboard) 2023: All Students - 28 points above standard White - 15 points above standard SED - 15 points above standard English Learners - N/A Foster - N/A Metric 1.6 CAASPP - Math distance from proficiency (CA Dashboard) 2023:

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
	students in hands-on STEM activities, educators can help bridge the proficiency gap in math and support students in mastering foundational mathematical concepts. STEM education fosters critical thinking and problem-solving skills, which are essential for success in both mathematics and other academic disciplines. Through inquiry-based learning and project-based activities, students are challenged to analyze complex problems, develop hypotheses, and design solutions. By integrating STEM experiences into the curriculum, educators can cultivate students' ability to think critically, approach problems systematically, and apply mathematical concepts in innovative ways. With a reclassification rate of just 14% STEM education provides EL students with opportunities to engage in language-rich activities that support their English language development while also promoting academic achievement. By incorporating language learning opportunities into STEM lessons, educators can support EL students in mastering academic vocabulary, developing language fluency, and building confidence in their ability to communicate and collaborate effectively. **Scope:** LEA-wide		All Students - 45 points below standard White - 55 points below standard SED - 55 points below standard English Learners - N/A Foster Youth - N/A Metric 1.7 ELPAC EL Progress Indicator (ELPI) English Learners - 50% Made Progress Metric 1.7 Priority 4: Pupil Achievement EL Reclassification Rate 25% of EL students reclassified

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Experiential Learning Opportunity-Science Camp **Need:** Priority 4: Pupil Achievement A. Statewide Assessments The data from the California Dashboard for 2023 reveals a significant proficiency gap in mathematics, with all students falling below the proficiency standard by 57.9 points and socioeconomically disadvantaged (SED) students facing an even greater deficit of 74.5 points. Science camps often incorporate hands-on activities, experiments, and problem-solving challenges that require mathematical reasoning and critical thinking skills. By engaging in these immersive learning experiences, students have the opportunity to apply mathematical concepts in real-world contexts, reinforcing their understanding and bridging the proficiency gap in math. Science camps emphasize inquiry-based learning, encouraging students to ask questions, make observations, and conduct experiments to explore scientific phenomena. Through interactive activities and guided exploration, students develop a deeper understanding of scientific concepts and processes. By participating in science camps, students gain hands-on experience with the scientific method, critical thinking, and	Field trips are a popular and well-established method of education. One of the advantages of field trips is these offer students the opportunity to learn about a subject in a more hands-on and immersive way than they can in the classroom. The new layers of thought acquired by students through observation, interaction, and the narrative provided by guides and lecturers, can be applied to day-to-day scenarios, and this includes reaction papers and quizzes. Therefore, it helps them improve the retention of knowledge.	Priority 4: Pupil Achievement A. Statewide Assessments Metric 1.6 CAASPP - ELA distance from proficiency (CA Dashboard) 2023: All Students - 28 points above standard White - 15 points above standard SED - 15 points above standard English Learners - N/A Foster - N/A Metric 1.6 CAASPP - Math distance from proficiency (CA Dashboard) 2023: All Students - 45 points below standard White - 55 points below standard SED - 55 points below standard English Learners - N/A Foster Youth - N/A Metric 1.7 ELPAC EL Progress Indicator (ELPI)

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
	problem-solving skills, which are essential for success in both science and mathematics. The data also highlights the reclassification rate for English Learners (ELs), indicating that 15% of EL students have been reclassified. This underscores the importance of providing language-rich learning experiences to support their English language development. Science camps offer opportunities for EL students to engage in hands-on activities, collaborate with peers, and communicate their findings, all of which promote language acquisition in meaningful contexts. By immersing themselves in science-related tasks and discussions, EL students can practice language skills, expand their academic vocabulary, and build confidence in their ability to express themselves effectively in English. Science camps play a crucial role in promoting equity and access to enrichment opportunities for all students, including those from socioeconomically disadvantaged backgrounds. By offering access, transportation assistance, and outreach programs, science camps ensure that underserved students have access to high-quality STEM experiences that may not be available to them otherwise. By removing barriers to participation and fostering an inclusive learning environment, science camps empower all students to pursue their interests and aspirations in STEM.		English Learners - 50% Made Progress Metric 1.7 Priority 4: Pupil Achievement EL Reclassification Rate 25% of EL students reclassified

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
	In conclusion, science camps offer a valuable opportunity for students to engage in hands-on learning, inquiry-based exploration, and collaborative problem-solving in STEM fields. By addressing proficiency gaps in mathematics, supporting language development for English Learners, promoting interest and engagement in STEM, and enhancing equity and access to enrichment opportunities, science camps provide students with enriching experiences that complement classroom instruction and prepare them for academic success. **Scope:** LEA-wide		
1.5	**Action:** Extra Curricular Programs **Need:** Priority 4: Pupil Achievement A. Statewide Assessments Despite proficiency gaps highlighted in both English Language Arts (ELA) and mathematics, extracurricular programs and sports offer a holistic approach to student development. For instance, the CAASPP data from the California Dashboard for 2023 indicates that while all students are 24.9 points above the ELA proficiency standard, there's still a substantial gap in math, with all students being 57.9 points below proficiency. By participating in extracurricular activities,	Sports participation can positively impact academic outcomes for foster students, socioeconomically disadvantaged (SED) students, and English Learner (EL) students in several ways: Sports require commitment and dedication, encouraging students to manage their time effectively and prioritize their responsibilities. Foster, SED, and EL students who participate in sports learn to balance their academic workload with practice schedules and competitions, fostering important time management skills that contribute to academic success. Research suggests that students who participate in extracurricular activities, including sports, are more likely to attend school regularly and be	Metric 1.6 CAASPP - ELA distance from proficiency (CA Dashboard) 2023: All Students - 28 points above standard White - 15 points above standard SED - 15 points above standard English Learners - N/A Foster - N/A Metric 1.6 CAASPP - Math distance from proficiency (CA Dashboard) 2023:

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
	students develop a well-rounded skill set that complements their academic pursuits, bridging these proficiency gaps. Moreover, the EL reclassification rate data underscores the importance of supporting English Learners (ELs) through activities that foster language acquisition and social integration, both of which are facilitated by participation in extracurricular programs and sports. Participation in sports and physical activities promotes physical health and well-being among students, contributing to their academic success. While the CAASPP data may reveal proficiency gaps, physical fitness impacts cognitive function and concentration, positively influencing academic performance. Additionally, sports teach important life skills such as discipline and goal-setting, which are crucial for academic and personal success. The CAASPP and EL reclassification rate data underscore the significance of providing holistic support for students, and extracurricular programs play a pivotal role in promoting physical and mental well-being. Extracurricular activities increase school engagement and attendance rates among students. The CAASPP and EL reclassification rate data highlight the importance of fostering a positive school environment where students feel connected and motivated to participate actively. Extracurricular programs provide opportunities for students to develop a sense of belonging and pride in their school	actively engaged in their academic studies. For foster, SED, and EL students who may face additional barriers to attendance or engagement, sports provide a motivating factor to remain connected to their school community and stay focused on their academic goals. Regular physical activity, such as that provided by sports participation, has been linked to improved cognitive functioning, including enhanced memory, concentration, and problem-solving skills. Foster, SED, and EL students who engage in sports may experience cognitive benefits that translate into improved academic performance and learning outcomes in the classroom. Sports programs contribute to a positive school climate and foster a sense of belonging among students, including those from foster, SED, and EL backgrounds. By being part of a team and experiencing the support and camaraderie of their peers and coaches, students feel valued and connected to their school community, which can positively influence their academic motivation and sense of self-worth. Engaging in sports can instill a sense of purpose and determination in foster, SED, and EL students, encouraging them to set and pursue long-term educational goals. By experiencing the rewards of hard work, perseverance, and achievement on the field or court, students develop the confidence and self-belief necessary to pursue academic success and pursue their aspirations beyond high school.	All Students - 45 points below standard White - 55 points below standard SED - 55 points below standard English Learners - N/A Foster Youth - N/A Metric 1.7 ELPAC EL Progress Indicator (ELPI) English Learners - 50% Made Progress Metric 1.7 Priority 4: Pupil Achievement EL Reclassification Rate 25% of EL students reclassified Sports Participation rate: 6th - 24/40 7th - No data 8th - No data

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
	community, leading to improved academic performance and reduced dropout rates. In conclusion, extracurricular programs and sports are essential components of a comprehensive education that address the diverse needs of students. By providing opportunities for engagement, skill development, and exploration, extracurricular programs contribute to student success both inside and outside the classroom, as highlighted by the CAASPP and EL reclassification rate data. **Scope:** LEA-wide		
2.1	**Action:** Noon Aides **Need:** Priority 5 Pupil Engagement Priority 6 School Climate Given the data on Average Daily Attendance (96%), Chronic Absenteeism Rate (9.3%), and Suspensions for All Students (6.4%), the need for yard supervisors becomes even more evident to ensure the well-being and positive behavior of students. Here's a rationale based on this data: Despite the relatively high average daily attendance rate of 95%, there is still a notable chronic absenteeism rate of 9.3%. Yard	Yard supervisors serve as key pillars in supporting the holistic development and well-being of foster, socioeconomically disadvantaged (SED), and English Learner (EL) students within the school community. Here's how having yard supervisors can specifically benefit these student populations: For foster students, who may face challenges related to stability and security, yard supervisors provide a safe and inclusive environment during recess and outdoor activities. Their vigilant supervision ensures that foster students feel protected and supported, fostering a sense of security and belonging within the school community. • Similarly, for SED students who may encounter safety concerns or lack access to structured recreational opportunities	Metric 2.1 Average Daily Attendance - 96% Metric 2.2 Chronic Absenteeism Rate - 8% Red Indicator White - 25% Metric 2.4 Suspensions All Students - 5% Red Indicator White - 8%

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
	supervisors play a crucial role in encouraging consistent attendance and engagement by creating a welcoming and supportive environment during recess and outdoor activities. Their presence helps motivate students to attend school regularly and participate in recreational opportunities, reducing absenteeism and fostering a sense of belonging and connectedness to the school community. With a suspension rate of 6.4% for all students, it's evident that behavioral issues and disciplinary challenges exist within the school community. Yard supervisors are instrumental in addressing these issues proactively by providing vigilant supervision, promoting positive social interactions, and intervening effectively to prevent conflicts and disruptions during outdoor play. By fostering a culture of respect, responsibility, and cooperation on the playground, yard supervisors help reduce suspensions and promote a safe and inclusive learning environment for all students. Yard supervisors contribute to the promotion of a positive school climate and student well-being by creating a supportive and inclusive atmosphere during recess and outdoor breaks. Through their presence, positive role modeling, and mentorship, yard supervisors help cultivate a sense of community, belonging, and mutual respect among students. By fostering positive social interactions, encouraging physical activity, and	outside of school, yard supervisors create a secure and welcoming space where all students can participate freely and enjoyably in outdoor play. • EL students, who may experience language and cultural barriers that affect their integration and participation in school activities, benefit from the inclusive environment facilitated by yard supervisors. Through their support and encouragement, EL students feel empowered to engage with their peers, practice language skills, and develop social connections during outdoor play. Yard supervisors play a crucial role in providing social and emotional support to foster, SED, and EL students during recess and outdoor activities. By fostering positive interactions, promoting teamwork, and addressing conflicts effectively, yard supervisors help foster students develop essential social skills and build meaningful relationships with their peers. • For SED students who may experience feelings of isolation or marginalization due to economic disparities, yard supervisors offer a supportive presence and opportunities for social connection that contribute to their overall well-being and sense of belonging. • EL students, who may struggle with language barriers and acculturation challenges, benefit from the social and emotional support provided by yard supervisors. Through their encouragement and guidance, yard	Expulsion 0%

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
	promoting healthy play, yard supervisors enhance student engagement, happiness, and overall well-being. **Scope:** LEA-wide	supervisors help EL students navigate social interactions, develop confidence, and build self-esteem during outdoor play. Yard supervisors play a role in promoting academic engagement and attendance among foster, SED, and EL students by creating a positive and stimulating environment during recess and outdoor breaks. Through organized activities, games, and sports, yard supervisors encourage students to participate actively, fostering a sense of enthusiasm and motivation that extends to their academic studies. • For SED students who may struggle with attendance or engagement due to socioeconomic factors, yard supervisors provide an incentive to attend school regularly and participate in recreational opportunities that contribute to their overall academic success. • EL students, who may face barriers to academic engagement and attendance related to language proficiency and cultural adjustment, benefit from the structured and supportive environment facilitated by yard supervisors. Through their encouragement and support, yard supervisors help EL students feel valued, included, and motivated to participate fully in school activities. Yard supervisors serve as positive role models and mentors for foster, SED, and EL students, demonstrating respectful behavior, teamwork, and sportsmanship during outdoor play. By modeling	

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
		positive social skills and values, yard supervisors provide foster students with supportive adult role models who can offer guidance, encouragement, and mentorship. • For SED students who may lack positive adult role models or mentors outside of school, yard supervisors offer a source of inspiration and support that contributes to their personal and academic development. • EL students, who may benefit from additional guidance and support as they navigate language and cultural barriers, find reassurance and encouragement in the mentorship provided by yard supervisors. Through their interactions and relationships with yard supervisors, EL students develop confidence, resilience, and a sense of belonging within the school community.	
2.2	**Action:** School Counselor **Need:** Priority 5 Pupil Engagement Priority 6 School Climate With a chronic absenteeism rate of 9.3%, it's clear that there are significant challenges related to student attendance within the school community. Counselors play a crucial role in addressing chronic absenteeism by identifying barriers to attendance, providing interventions and supports, and working collaboratively with students, families, and community agencies to	Counselors play a crucial role in providing tailored support and intervention strategies to address the unique needs of socioeconomically disadvantaged (SED), foster, and English Learner (EL) students. Here's how they would help each of these student populations: Counselors work closely with SED students to address the academic, social, and emotional challenges they may face due to economic disparities. They provide individualized support and guidance to help SED students overcome barriers to success, such as lack of access to resources, family instability, or financial stress.	Metric 2.1 Average Daily Attendance - 96% Metric 2.2 Chronic Absenteeism Rate - 8% Red Indicator White - 25% Metric 2.4 Suspensions All Students - 5%

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
	improve attendance rates. Through targeted outreach, attendance monitoring, and individualized support plans, counselors help students overcome obstacles and develop a positive attitude toward school attendance, ultimately improving overall attendance rates and reducing chronic absenteeism. The data indicates a need for additional support in promoting student social-emotional development and mental health, as evidenced by the suspension rate of 6.4%. Counselors provide essential social-emotional support and mental health services to students, addressing a wide range of emotional and behavioral concerns. Through individual and group counseling sessions, SEL curriculum implementation, and crisis intervention, counselors help students develop coping skills, manage stress and anxiety, and build resilience, fostering a positive school climate and reducing the incidence of disciplinary issues and suspensions. Counselors play a vital role in promoting a positive school climate and effective behavior management practices within the school community. Through the implementation of evidence-based SEL interventions, behavior support plans, and restorative practices, counselors help create a culture of respect, empathy, and responsibility where students feel valued, supported, and empowered to make positive choices. By fostering positive relationships, teaching conflict resolution skills, and addressing underlying emotional needs,	• Through counseling sessions, SEL curriculum implementation, and targeted interventions, counselors help SED students develop essential social-emotional skills, such as self-awareness, self-management, and responsible decision-making, that are critical for academic achievement and personal growth. • Counselors also assist SED students in accessing academic support services, financial aid opportunities, and community resources to ensure that they have the necessary tools and support to succeed academically and pursue their educational goals. Counselors provide specialized support and advocacy services to foster students who may face unique challenges related to placement instability, trauma, or emotional distress. They offer trauma-informed counseling, crisis intervention, and emotional support to help foster students cope with the impact of their experiences and navigate the educational system successfully. • Through individual counseling sessions, group therapy, and support groups, counselors create a safe and supportive space where foster students can express themselves, process their emotions, and build resilience in the face of adversity. • Counselors also collaborate with foster care agencies, social workers, and other community partners to coordinate services and support for foster students, ensuring that they receive comprehensive	Red Indicator White - 8% Expulsion 0%

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
	counselors help reduce disciplinary incidents and suspensions, creating a safe and inclusive learning environment for all students. **Scope:** LEA-wide	care and advocacy both within and outside of the school environment. Counselors provide targeted support and interventions to help EL students navigate language and cultural barriers, develop academic language proficiency, and integrate successfully into the school community. They offer individualized support and resources to help EL students build confidence, self-esteem, and a sense of belonging within the school environment. • Through language support services, cultural competency training, and SEL programming tailored to the needs of EL students, counselors help foster a supportive and inclusive school climate where EL students feel valued, respected, and empowered to succeed. • Counselors also collaborate with English language development teachers, bilingual staff, and community organizations to provide additional resources and support to EL students and their families, ensuring that they have access to the necessary tools and opportunities to thrive academically and socially.	
2.3	**Action:** SEL Paraprofessional **Need:** Priority 5 Pupil Engagement Priority 6 School Climate With a Chronic Absenteeism Rate of 9.3%, socioeconomically disadvantaged students	Social-emotional learning (SEL) plays a crucial role in supporting students' overall well-being and academic success. Social-emotional learning (SEL) teach students self-management refers to navigating and shifting thoughts, emotions, and behaviors in a healthy way to make decisions and achieve personal and collective goals.	Metric 2.1 Average Daily Attendance - 96% Metric 2.2 Chronic Absenteeism Rate - 8% Red Indicator

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
	may face various barriers that hinder their attendance and engagement in school. SEL paras provide targeted interventions to address the social-emotional needs of SED students, fostering a supportive environment where they feel valued and included. Through SEL activities and individualized support, SEL paras help SED students develop resilience, coping skills, and a sense of belonging, contributing to improved attendance and overall well-being. Foster students, who may experience placement instability and trauma, are disproportionately affected by suspensions, as indicated by the Suspension Rate of 6.4%. SEL paras offer trauma-informed support and interventions to foster students, creating a safe and nurturing space where they can process their emotions and build positive relationships. By addressing the unique social-emotional needs of foster students, SEL paras help reduce suspensions and promote a sense of stability and security within the school environment. With an Average Daily Attendance of 95%, EL students may face challenges related to language acquisition and cultural adjustment that impact their attendance and engagement in school. SEL paras provide targeted social-emotional support to EL students, facilitating their integration into the school community and promoting a sense of belonging. Through language support services and culturally responsive SEL programming, SEL paras help		White - 25% Metric 2.4 Suspensions All Students - 5% Red Indicator White - 8% Expulsion 0%

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
	EL students develop confidence, self-esteem, and interpersonal skills, contributing to improved attendance and academic success. **Scope:** LEA-wide		
2.4	**Action:** Nursing Services **Need:** The school's Chronic Absenteeism rate of 15.7% and suspension rate of 6.7% (2023–2024) indicate that additional support is needed to address the underlying factors impacting consistent attendance and student well-being—particularly for English Learners, foster youth, and socioeconomically disadvantaged students. These student groups often face systemic barriers to accessing regular healthcare, including limited insurance coverage, unstable housing, or inconsistent family support. For many, the school site may be the only place where they can reliably receive care for chronic conditions, minor illnesses, or daily medical needs. By providing access to a trained health aide, the school helps reduce avoidable absences, supports students in managing ongoing health issues, and offers timely interventions that might otherwise escalate into behavioral concerns.	The provision of nursing services through a Licensed Vocational Nurse (LVN) addresses the significant needs of unduplicated pupils—English Learners (EL), foster youth, and socioeconomically disadvantaged (SED) students—by ensuring access to on-site health care that supports consistent attendance, safety, and overall well-being. These student groups are more likely to experience barriers to accessing medical care, including lack of insurance, limited transportation, and housing instability. For many students, the school setting is the most consistent and accessible location to receive support for chronic conditions, minor injuries, and health-related concerns. The LVN plays a vital role in reducing preventable absences by managing day-to-day health needs, administering medications, and supporting students with ongoing medical conditions. This immediate access to care helps keep students in school and learning. In addition, early health interventions can help reduce health-related behavior incidents that may otherwise result in suspensions—another area where unduplicated pupils are disproportionately impacted.	Metric 2.1 Average Daily Attendance - 96% Metric 2.2 Chronic Absenteeism Rate - 8% Red Indicator White - 25% Metric 2.4 Suspensions All Students - 5%

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
	The presence of health support on campus also fosters a greater sense of safety and stability, especially for foster youth and EL students who may experience higher levels of stress or transition. Having a caring adult consistently available to tend to physical and emotional wellness helps remove barriers to learning and reinforces the school's commitment to equity. By addressing the unique needs of these high-priority student populations through accessible health services, the school is working to improve attendance, reduce suspensions, and promote more equitable access to the full educational program. **Scope:** LEA-wide Schoolwide	This action is provided on a schoolwide basis because unduplicated students are distributed throughout all grade levels and classrooms. Given the school's overall Chronic Absenteeism rate of 15.7% and suspension rate of 6.7% (2023–2024), a comprehensive, sitewide approach ensures that services are equitably available to all students who need them, with particular impact on those who are most vulnerable.	
2.5	**Action:** Attendance Support **Need:** Despite maintaining a relatively strong Average Daily Attendance (ADA) of 95% for the 2024–2025 school year, our Chronic Absenteeism Rate for 2023–2024 remains high at 15.7%. This indicates that while most students attend regularly, a significant portion—especially our most vulnerable populations—are missing too much school to stay on track academically.	The addition of attendance support personnel is a schoolwide action that specifically addresses the needs of unduplicated pupils—English Learners (ELs), Foster Youth, and Socioeconomically Disadvantaged (SED) students—who are disproportionately impacted by chronic absenteeism. While our charter school maintains a 95% Average Daily Attendance (ADA) for the 2024–2025 school year, our 2023–2024 chronic absenteeism rate stands at 15.7%, revealing a significant subset of students who are regularly missing instructional time.	Metric 2.1 Average Daily Attendance - 96% Metric 2.2 Chronic Absenteeism Rate - 8% Red Indicator White - 25%

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
	Our data reveals a troubling gap: students who are chronically absent are not just missing days, they are often missing opportunities for connection, support, and learning. This is especially true for our English Learners (ELs), Foster Youth, and Socioeconomically Disadvantaged (SED) students, who face unique and often compounding barriers that can hinder consistent attendance. These barriers include unstable housing, limited access to transportation, mental health challenges, or responsibilities at home that prevent full participation in school. **Scope:** LEA-wide	Unduplicated students often face systemic and personal barriers that make consistent school attendance difficult, including housing insecurity, transportation challenges, lack of access to healthcare, and responsibilities at home. These factors require individualized and proactive support—something attendance personnel are uniquely positioned to provide. Through outreach, relationship-building, and coordination with families and community resources, this role directly supports students who are most at risk of falling behind academically due to attendance issues. This action is provided on a schoolwide basis because unduplicated students are not concentrated in one classroom or grade level—they are spread throughout the entire student body. A schoolwide approach ensures equitable access to support services and allows for a consistent, structured response to absenteeism that benefits all students while prioritizing those with the greatest needs. Moreover, addressing chronic absenteeism holistically improves the overall school climate and academic outcomes for all learners.	

Limited Actions

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

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

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

Additional Concentration Grant Funding

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

This year it was decided not to move forward with the Instructional Resource Teacher position at the charter school. With the additional money, the school plans on employing an additional SEL Para (2 total) and an additional noon aide (3 total). This will directly improve services to foster, English learners, and low-income students by providing support to staff and students in the areas of academics, attendance, behavior, and social emotional supports.

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		102:1
Staff-to-student ratio of certificated staff providing direct services to students		17:1

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$1,538,946	$269,223	17.494%	0.000%	17.494%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$269,223.00	$104,478.00	$0.00	$0.00	$373,701.00	$306,143.00	$67,558.00

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	Student Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.3	STEM education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$20,558.00	$20,558.00				$20,558.00	
1	1.4	Experiential Learning Opportunity-Science Camp	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$35,000.00	$35,000.00				$35,000.00	
1	1.5	Extra Curricular Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$7,400.00	$2,000.00	$9,400.00				$9,400.00	
2	2.1	Noon Aides	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools All		$60,503.00	$0.00	$60,503.00				$60,503.00	
2	2.2	School Counselor	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$35,524.00	$0.00	$35,524.00				$35,524.00	
2	2.3	SEL Paraprofessional	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$76,084.00	$0.00	$76,084.00				$76,084.00	
2	2.4	Nursing Services	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income			$104,478.00	$0.00		$104,478.00			$104,478.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.5	Attendance Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$22,154.00	$0.00	$22,154.00				$22,154.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$1,538,946	$269,223	17.494%	0.000%	17.494%	$269,223.00	0.000%	17.494 %	**Total:**	$269,223.00
								LEA-wide Total:	$269,223.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Student Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
1	1.3	STEM education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,558.00	
1	1.4	Experiential Learning Opportunity-Science Camp	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,000.00	
1	1.5	Extra Curricular Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,400.00	
2	2.1	Noon Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools All	$60,503.00	
2	2.2	School Counselor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,524.00	
2	2.3	SEL Paraprofessional	Yes	LEA-wide	English Learners Foster Youth	All Schools	$76,084.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	**2.4**	Nursing Services	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			
2	**2.5**	Attendance Support	Yes	LEA-wide	English Learners Foster Youth Low Income		$22,154.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$263,416.00	$265,769.00

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**	Student Technology	Yes	$14,000.00	$15,172
1	**1.3**	STEM education	Yes	$70,666.00	$78,733
1	**1.4**	Experiential Learning Opportunity-Science Camp	Yes	$25,000.00	$25,000
1	**1.5**	Extra Curricular Programs	Yes	$23,000.00	$15,732
2	**2.1**	Noon Aide	Yes	$21,000.00	$21,215
2	**2.2**	School Counselor	Yes	$31,750.00	$35,321
2	**2.3**	SEL Paraprofessional	Yes	$78,000.00	$74,596

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$262,786	$263,416.00	$265,769.00	($2,353.00)	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	Student Technology	Yes	$14,000.00	$15,172		
1	1.3	STEM education	Yes	$70,666.00	$78,733		
1	1.4	Experiential Learning Opportunity-Science Camp	Yes	$25,000.00	$25,000		
1	1.5	Extra Curricular Programs	Yes	$23,000.00	$15,732		
2	2.1	Noon Aide	Yes	$21,000.00	$21,215		
2	2.2	School Counselor	Yes	$31,750.00	$35,321		
2	2.3	SEL Paraprofessional	Yes	$78,000.00	$74,596		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$1,504,348	$262,786	0.00%	17.468%	$265,769.00	0.000%	17.667%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024