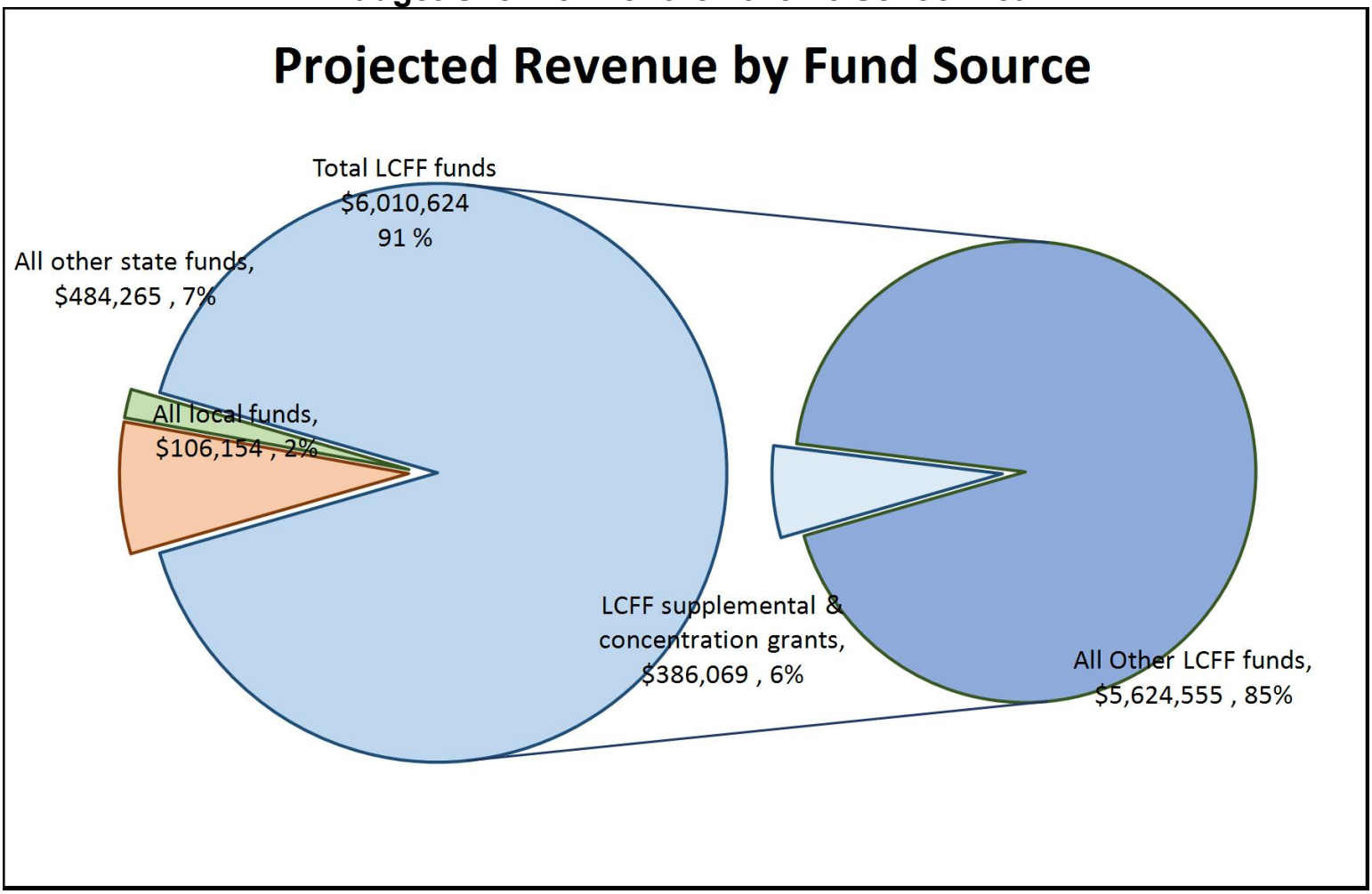
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Buckingham Collegiate Charter Academy
CDS Code: 48705734830113
School Year: 2025-26
LEA contact information:
Samantha Working
Principal
samanthaw@vacavilleusd.org
707.453.7300

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

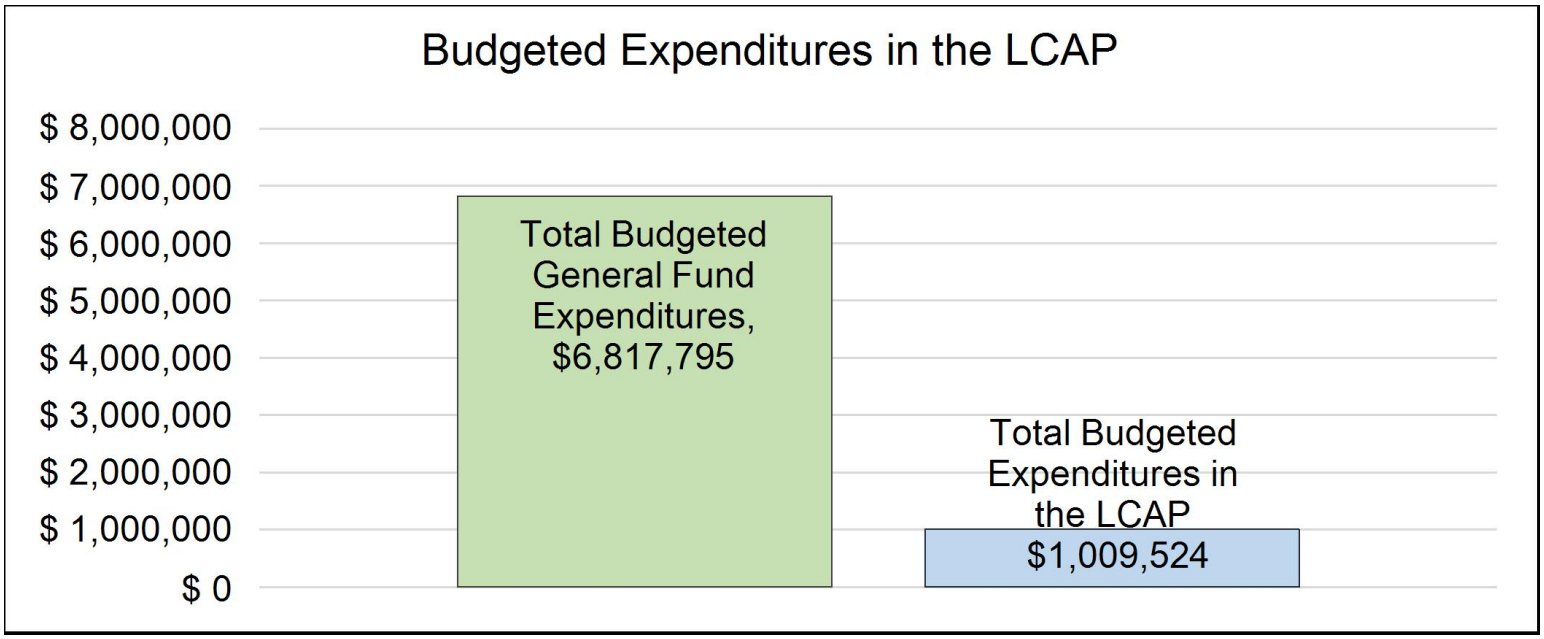


This chart shows the total general purpose revenue Buckingham Collegiate Charter Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Buckingham Collegiate Charter Academy is $6,601,043, of which $6,010,624 is Local Control Funding Formula (LCFF), $484,265 is other state funds, $106,154 is local funds, and $0 is federal funds. Of the $6,010,624 in LCFF Funds, $386,069 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 Buckingham Collegiate Charter Academy 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: Buckingham Collegiate Charter Academy plans to spend $6,817,795 for the 2025-26 school year. Of that amount, $1,009,524 is tied to actions/services in the LCAP and $5,808,271 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

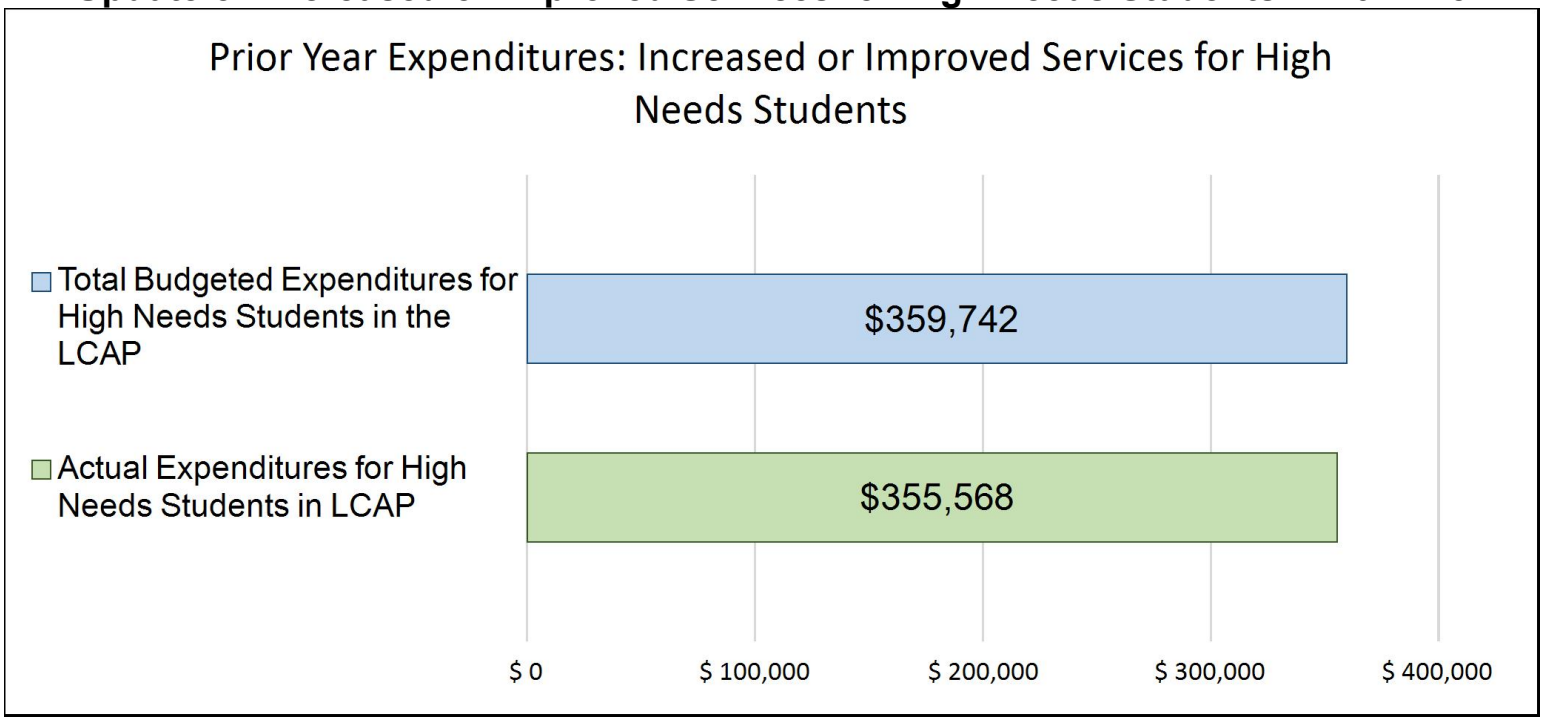
Certificated salaries, classified salaries and employee benefits for some staff are not included in the LCAP. Additionally, some of our books & supplies, services & other expenditures are not included.

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

In 2025-26, Buckingham Collegiate Charter Academy is projecting it will receive $386,069 based on the enrollment of foster youth, English learner, and low-income students. Buckingham Collegiate Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Buckingham Collegiate Charter Academy plans to spend $392,116.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Buckingham Collegiate Charter Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Buckingham Collegiate Charter Academy 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, Buckingham Collegiate Charter Academy's LCAP budgeted $359,742.00 for planned actions to increase or improve services for high needs students. Buckingham Collegiate Charter Academy actually spent $355,568.34 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $4,173.659,999,999,974 had the following impact on Buckingham Collegiate Charter Academy’s ability to increase or improve services for high needs students:

Services and actions were not impacted by this. Actions were still carried out and we still made progress on our metrics.

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
Buckingham Collegiate Charter Academy	Samantha Working Principal	samanthaw@vacavilleusd.org 707.453.7300

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.

Buckingham Collegiate Charter Academy (BCCA), a dependent charter within the Vacaville Unified School District, started in 1994 as an independent study charter, branched out into a site--based visual--media arts school, and progressed to become a comprehensive college preparatory high school. BCCA is an award winning school: 2017 California Department of Education Gold Ribbon Award for creating a positive and successful learning atmosphere for our students and the 2016 California Honor Roll award recognizing achievement in college and career readiness.

Though Buckingham's organizational structure has changed during the last twenty years, the vision of the original charter has remained constant: to provide students and parents with expanded educational choice within public education. BCCA remains committed to a small high school environment, to a rigorous, college preparatory curriculum for all students, to career pathways in the areas of performing and media arts as well as engineering, and to using technology to expand and enhance learning opportunities.

Our mission is to prepare students for postsecondary education and life-long success by providing students with the opportunities and guidance needed to develop their individual potential.

Under the guidance of our dedicated staff, Buckingham students will develop the academic fortitude, character, and confidence to meet life's post-secondary challenges.

Our vision, or our portrait of a graduate, is for our Knights to be:

KIND: Our graduates seek connection with others and have a helpful, empathetic and compassionate disposition. They actively listen to and honor the voices of others; furthermore, they communicate respectfully.

NOBLE: Our graduates stand out for their excellent moral character and interpersonal skills as they develop meaningful peer relationships, model excellent manners and personal character traits, including humility, kindness, and teamwork.

INNOVATIVE: Our graduates are innovative problem solvers and critical thinkers. They demonstrate civic and cultural awareness as they take risks, challenge the status quo, and seek to contribute to solutions that benefit the broader community.

GROWING: Our graduates are reflective in that they consistently monitor their own personal development and realistically assess their areas of strength and areas for growth; they set goals for themselves and are united in the pursuit of advancement.

HARDWORKING: Our graduates have a strong work ethic as they put forth their best effort in every endeavor. They are held to high standards, supported with rigorous, high-quality instruction and staff relationships, and given many opportunities to showcase their achievements. They are self-starters who take responsibility to manage their time well, exhibit a strong sense of self-discipline, and actively seek out the resources and tools they need to succeed.

TOUGH: Our graduates have a resilient spirit. They show perseverance and grit as they are faced with challenges to overcome and problems to solve; they employ critical thinking skills and maintain a growth mindset despite adversity.

SUCCESSFUL!

Our vision of successful students at Buckingham is also embodied by our Expected School-Wide Learner Outcomes:

Buckingham students are expected to, “...aim high and always hit their MARK”:
-Master a University, STEAM or VAPA pathway,
-Apply technology skills necessary for the 21st century,
-Responsible citizens that possess a solid foundation for lifelong learning
-Knights are prepared for academic success in post-secondary education.

Our school is located in Vacaville, California: a city that is made up of just over 100,000 people. As a school of choice in the area, Buckingham students come from a large geographical area, including about twenty-seven different “feeder” schools. In the 2024-2025 school year, approximately 44% of our incoming students came from a school that was outside of the Vacaville Unified School District.

Current enrollment at BCCA is 460 students.

Reflections: Annual Performance

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

Buckingham Collegiate Charter Academy's Dashboard report reflects areas of progress as well as areas for improvement. Over the last five years, the data has indicated some important trends in the school's performance. Academically, the school has steadily performed well overall in English Language Arts, earning all green ratings. For math, we aimed to increase the percentage of students meeting or exceeding the standard o the SBAC by 3% each year. We were not successful in achieving this specific outcome as our percentage of student meeting or exceeding the standard in math dropped by 10%. That being said, because our subgroups showed significant improvement (specifically our Hispanic students and our socio-economically disadvantaged students) and because we outperformed the state, we moved from orange to green for our overall performance for math on the CA dashboard which is a good mark of improvement.

Additionally, we made excellent progress with increasing the percentage of seniors passing at least 1 AP test, exceeding our 3 year goal of 27% at 27.3% for the 23-24 school year. We also set a metric to increase our % of students who are considered prepared for the college and career ready metric on the CA Dashboard. We did increase it by 1.2%. We also increased our % of socio-economically disadvantaged students who are considered prepared by 1.4%, but we has set our goal to a 4% increase each year. We did have a decrease in our % of students meeting the a-g requirements (from 70% in 22-23 to 65.3% in 23-24) so that needs to be an area of continued focus for us.

We had also shown success with our graduation rate over time with three very high ratings of blue. Unfortunately, from the 22-23 school year to the 23-24 school year, our graduation rate went from very high (blue on the CA dashboard) at 98.1% to medium (yellow on the CA dashboard) at 94.9%. However, this decrease was partially due to clerical errors with students who left Buckingham to move to another school but were incorrectly notated in CALPADS as being a student who did not earn a diploma.

The suspension rate showed great improvement, moving from the orange in 22-23 to green in 23-24. We also track our performance level by student groups. Last year's data indicated that there was additional support needed for specific subgroups who were struggling with behavior including our socioeconomically disadvantaged students and our Hispanic students in the high range for suspensions and our students with disabilities in the very high range. Our special education students in particular are a group we targeted providing additional supports to. These efforts were successful as our suspension rate dropped to 2.7% for the 2023-2024 school year and returned to green for our overall performance on the CA dashboard. All subgroups that were previously in the orange or red moved to green for the 2023-2024 school year, with only our Filipino student subgroup in the orange with a 6.7% suspension rate.

Reflections: Technical Assistance

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

Not applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

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
Teachers, Administrators, Counselors and Classified Staff	1/17/2025-Staff meeting activity examining data, discussing proposed goals and generating ideas on actions and resources to achieve those goals & Staff Survey
Site Leadership Team (Teacher leaders, administration, Counseling)	5/8/2025-Leadership Team review of data, proposed goals, actions and resources needed
Parent Meeting	5/6/2025- Parent meeting examining data, discussing proposed goals and generating ideas on actions and resources to achieve those goals.
Annual Student Survey	1/27/2025-Schoolwide survey to gather student input
Annual Parent Survey	1/30/2025-Schoolwide survey to gather parent/guardian input
Teachers, Administrators, Counselors and Classified Staff	4/4/2025- Staff met to review student and parent survey results, analyze data and determine next steps with LCAP.

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

Through our various meetings and surveys with educational partners, it was evident that the goals, metrics, and actions we have identified are appropriate to meet the needs of our students and the mission of our charter school. For example, our students have indicated through our annual student survey that the number one area in which they would like to have more support, teaching, or resources to help them succeed in life after high school is career and workplace skills (which was also the case when students were surveyed on 2024). We are therefore continuing our first goal to "Promote and support college readiness, career readiness and life readiness thereby improving academic achievement and student engagement".

In reviewing the results of our parent survey, we found that the number one area in which parents/guardians continue to want their students to receive more support is in life readiness, which is addressed in our first goal. Developing social and emotional skills was another area that many parents reported that their students continue to need support with. We have therefore continued our action to increase our offerings of

social-emotional support and intervention (2.5). Parents also indicated that they would like to see the school support with more college visits so we are going to consider funding college field trips or continuing with our college advisor who can support with organizing those.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Promote and support college readiness, career readiness and life readiness thereby improving academic achievement and student engagement.	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.

Buckingham Collegiate Charter Academy's mission is to prepare students for post secondary education and life-long success by providing students with the opportunities and guidance needed to develop their individual potential. To that end, Buckingham students must have access to a broad course of study that provides them with the necessary skills to be college, career, and life ready. This readiness cannot be achieved without our staff promoting and supporting them in these areas, which will lead to students improving their engagement and their academic success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 1A 100% of teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.	2022-2023 100%	2023-2024: 100% Data source: local HR data 87.7% of teachers qualifying as clear Data Source: Teaching Assignment Monitoring Outcomes 2022-23		100%	100% met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Priority 1B 100% of pupils in the school have sufficient access to the standards-aligned instructional materials.	2022-2023 100% of students have access to the standards-aligned instructional materials.	2023-2024: 100% Data source: VUSD Board Meeting 10/10/24		100%	100% met
1.3	Priority 1C 100% of school facilities are maintianed in good repair.	2022-2023 100% of facilities are maintained in good repair.	2023-2024: 100% Data Source: Facilities Inspection Tool		100%	100% met
1.4	Priority 2 Implementation of state board adopted academic content and performance standards for all students, including English learners.	2022-2023 Met standards for all. 100% of English Learners have access to ELD standards for the purposes of gaining academic content knowledge and English	2023-2024: Met full implementation standards for all. 100% of English Learners have access to ELD standards for the purposes of gaining academic content knowledge and English. Data Source; CA Dashboard Reflection Tool		Met full implementation standards for all. 100% of English Learners have access.	Full Implementation 100% met
1.5	Priority 4: Pupil Achievement 3% increase each year in students meeting or exceeding the standard on the Math SBAC	2022-2023 Standard met for all students = 28.74% Standard exceeded for all students = 13.79 %	2023-2024 Standard met for all students = 21.78% Standard exceeded for all students = 10.89%		Standard Met = 37.74% Standard exceeded for all students=22.79%	Standard Met = -6.96 % Standard exceeded for all students= Decreased 2.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	3% demonstrating college preparedness in math on the Early Assessment Program (by scoring in the standard exceeded range).	Standard met or Exceeded: 42.53%	Standard met or Exceeded: 32.67% Data Source: CA Dashboard		Standard met or Exceeded: 52%	Standard met or Exceeded: Decreased 9.86%
1.6	Priority 4: Pupil Achievement 3% increase each year in socio-economically disadvantaged students meeting or exceeding the standard on the Math SBAC.	2022-2023 Standard met or exceeded = 16.7%	2023-2024 Data not available (due to # of students tested) Data Source: CA Dashboard		Standard met or exceeded: 25.7%	Maintained
1.7	Priority 4: Pupil Achievement 3% increase each year in students meeting or exceeding the standard on the California Science Test.	2022-2023 45% of students met/exceeded the standard	2023-2024: 46.08% Data Source: CA Dashboard		54%	Increased 1.08%
1.8	Priority 4: Pupil Achievement Increase AP course enrollments by 2% per year.	2023-2924 29%	2024-2025: 37% Data Source: Local course enrollment data		35%	Increased 8%
1.9	Priority 4: Pupil Achievement	2022-2023 21%	2023-2024: 27.3% Data Source- Equity and		27%	Increased 6.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Increase the percentage of seniors passing at least 1 AP test (with a score of 3 or higher) within their high school career by 2% points per year.		Excellence Report (Collegeboard)			
1.10	Priority 4: Pupil Achievement Increase the percentage of all students who are considered prepared/ college and career ready as measured by the CA School Dashboard by 2% each year.	2022-2023 58% of students are considered prepared based on the college/career ready indicator.	2023-2024: 59.2% Data Source: CA Dashboard (College/ Career levels and Measures Report & Data)		64%	Increased 1.2%
1.11	Priority 4: Pupil Achievement Increase the percentage of socio-economically disadvantaged students who are considered prepared/ college and career ready as measured by the CA School Dashboard by 4% each year.	2022-2023 43% of socio-economically students are considered prepared based on the college/career ready indicator (medium/yellow on CA Dashboard	2023-2024: 44.4% of socioeconomically students are considered prepared based on the college/career ready indicator (medium/yellow) Data Source: CA Dashboard		55%	Increased 1.4%
1.12	Priority 4: Pupil Achievement Increase the percentage of students completing courses that satisfy UC and/or CSU entrance	2022-2023 70%	2023-2024 65.3% Data Source: CA Dashboard additional reports “Met UC/CSU Requirements”		100%	Decreased 4.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	requirements (a-g) by 10% points each year.					
1.13	Priority 4: Pupil Achievement Increase the percentage of socio-economically disadvantaged students completing courses that satisfy UC and/or CSU entrance requirements (a-g) by 13% points each year.	2022-2023 58%	2023-2024 48.9% Data Source: CA Dashboard additional reports "Met UC/CSU Requirements"		97%	Decreased 9.1%
1.14	Priority 4: Pupil Achievement Increase % of English learners being reclassified by 10% each year.	2022-2023 50%	2023-2024: 66.7% Data Source: Ellevation		80%	Increased 16.7%
1.15	Priority 4: Pupil Achievement 2% increase each year in students meeting or exceeding the standard on the English Language Arts SBAC (demonstrating college preparedness at Standard Exceeded level in ELA on the Early Assessment Program)	2022-2023 42%	2023-2024: 44.66% Data Source: CA Dashboard		48%	Increased 2.66%
1.16	Priority 5: Pupil Engagement	2022-2023 93.9%	2023-2024: 94%		95.4%	Increased .1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Increase school attendance rates by .5 percentage points per year		Data Source: Local Student Information System Data			
1.17	Priority 5: Pupil Engagement Decrease percentage of all students who are chronically absent (more than 10% absentee rate) by 1.5% per year	2022-2023 13.1%	2023-2024:10.5% Data Source: Local Student Information System Data		8.6%	Decreased 2.6%
1.18	Priority 5: Pupil Engagement Maintain the graduation rate for all students using the metric from the CA School Dashboard by maintaining blue/very high performance level.	2022-2023 Very High- 98.1%	2023-2024: Medium/Yellow 94.9% Data Source: CA Dashboard		98.1%/Very High	Decreased to Yellow (-3.2%)
1.19	Priority 5: Pupil Engagement Increase the percentage of students who report that they value school highly and have a low rate of boredom in school by 2% annually on the School Boredom Profile for the CalSCHLS.	2023-2024 9th grade: 21% 11th grade: 24%	Data not available		9th grade: 27% 11th grade: 30%	Data not available

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.20	Priority 7: Broad Course of Study Increase Course Enrollments in AP courses by 2% per year.	2023-2024 137 course enrollments = 29.7%	2024-2025: 37%		35.7%	Increased 7.3%
1.21	Priority 7: Broad Course of Study Increase Course Enrollments in CTE courses by 1.5% per year	2023-2024 166 course enrollments = 36%	2024-2025: 51% Data Source: Local course enrollment data		40.5%	Increased 15%
1.22	Priority 8: Increase percentage of students (out of total amount of "prepared" students) completing at least one college course upon graduation by 5% each year.	2022-2023 35%	2023-2024: 37.9% Data Source: Dataquest-College/ Career levels and Measures Report & Data		50%	Increased 2.9%
1.23	Priority 4: Pupil Achievement 20 point decrease in the average distance from the standard each year for socio-economically disadvantaged students until the standard has been met or exceeded in Math SBAC.	2022-2023 Average distance from the standard -132.1	2023-2024: -94.7 with loss penalty -86.5 w/o loss penalty Data Source: CA Dashboard		-72%	Improved/increased 37.4% with loss penalty Improved/increased 45.6% without loss penalty

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.

The goal to “promote and support college readiness, career readiness and life readiness thereby improving academic achievement and student engagement. ” was successfully carried out this year based upon implementation of the planned actions as follows:

1.1 - Increase percentage of graduates meeting the a-g requirements: This action was carried out as planned. We were able to increase AP Course Offerings by bringing back AP Spanish. We were also able to add a new science course to provide increased opportunities for a broad course of study. Furthermore, we were also able to continue to offer supports through our college advisor who works individually with seniors needing support. We were also able to provide academic counseling and course planning, especially as it pertains to the a-g requirements including targeted outreach to our unduplicated/undeserved populations. For example, due to our counseling support, we were able to effectively plan a 4 year planning event for freshmen students/families that was conducted simultaneously with our Parent Conferences Event, an annual college/career fair event, and numerous individualized meetings with students and families to support improving academic progress.

1.2 Increase academic readiness: This action was carried out as planned. We have provided staff with professional development in the area of developing professional learning communities with a goal to ensure access to high-quality, engaging instruction for all students, assessments to inform instructional practices and continuing to improve student outcomes. We have been able to purchase high quality, standards-aligned curriculum for our new courses.

1.3- Increase career readiness: This action was carried out as planned. We successfully added additional sections of CTE in musical performance and theater. Our community relations coordinator position allows us to develop and maintain partnerships with local industry professionals as well as host an annual college and career fair. We have also been able to take students on field trips to explore careers. Due to our additional counseling support, we are able to provide more targeted counseling to support students with career readiness. Career Technical Education continues to be funded so that our students have the opportunity to be considered a CTE completer. We also ensure that we are meeting industry standards with respect to equipment needed for our CTE courses.

1.4 - Increase life readiness: This action was carried out as planned. We were able to continue our Consumer Home Economics class and provide ongoing support to students with life readiness instruction. We have also continued our Service Learning course that has allowed our students to engage in a community service project and to develop a portfolio to demonstrate their accomplishments and skills from their time at Buckingham. Students are also given the opportunity to learn cooking skills through our "cooking crew".

1.5 - Develop & implement drop-out prevention practices, principally directed toward unduplicated pupils: This action has been carried out as planned. We have been able to continue to offer our Essential Skill course to help fill the gaps for our students who are struggling academically. Students also have access to credit recovery through this program as well as through our summer school program. We have also been able to develop systems to encourage positive attendance through incentives and awards.

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.

For action 1.1, we spent slightly more than we budgeted ($3,266) due to salary increases for our certificated and classified employees. The number of low income students needing us to pay for their AP exams was also slightly higher than expected.

For action 1.2, we spent less than we budgeted (by $3880) due to doing fewer interventions on Saturday Schools and during KEEP than expected. Many staff conducted interventions at different times so our students' needs were still met.

For action 1.3, we spent much more than we had budgeted ($103,353) due to being able to add an additional section of our CTE Musical Performance class & CTE Theater as well as due to salary increases.

For action 1.4, we spent less slightly less than we budgeted ($683) due to our life readiness coach being able to provide some of her services during the duty day as opposed to extra duty.

For action 1.5, we spent less than we budgeted ($7589) due to our credit recovery summer school being slightly less costly than expected.

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

Our action to increase college readiness was successful overall based on our progress with our metrics. We aimed to increase our AP course enrollments by 2% each year. We started at 29% and we increased to 37% so we have already exceeded our target for that metric. Additionally, we made excellent progress with increasing the percentage of senior passing at least 1 AP test, exceeding our 3 year goal of 27% at 27.3% for the 23-24 school year. We also set a metric to increase our % of students who are considered prepared for the college and career ready metric on the CA Dashboard. We did increase it by 1.2%. We also increased our % of socio-economically disadvantaged students who are considered prepared by 1.4%, but we has set our goal to a 4% increase each year. We did have a decrease in our % of students meeting the a-g requirements (from 70% in 22-23 to 65.3% in 23-24) so that needs to be an area of continued focus for us.

We had success with our action to increase academic readiness as well. We increased our % of English learners being reclassified from 50% in 22-23 to 66.7% in 23-24. We also increased our % of students meeting or exceeding the standard for ELA SBAC by 2.66% points. One of our LCAP metrics was to increase the percentage of students meeting or exceeding the standard for math SBAC by 3% each year. We were not successful in achieving this specific outcome as our percentage of student meeting or exceeding the standard in math dropped by 10%. That being said, because our subgroups showed significant improvement (specifically our Hispanic students and our socio-economically disadvantaged students) and because we outperformed the state, we moved from orange to green for our overall performance for math on the CA dashboard which is a good mark of improvement. Another metric was to increase our % of students meeting or exceeding the standard on the California Science Test by 3 points each year. Our baseline was 45% and for 23-24 we were at 46.08%. We did show improvement, but not the 3% we were aiming for.

We also had success with our action to increase career readiness. We measured this by CTE course enrollments, which increased from 36% in 23-24 to 51% in 24-25.

Our action to develop and implement drop-out prevention allowed us to make progress in some areas but not in others. For example, we decreased the percentage of all students who are chronically absent from 13.3% to 10.5%. We increased school attendance rates slightly from 93.9% to 94%. However, our graduation rate went from very high (blue on the CA dashboard) at 98.1% to medium (yellow on the CA dashboard) at 94.9%. However, this decrease was partially due to clerical errors with students who left Buckingham to move to another school but were incorrectly notated in CALPADS as being a student who did not earn a diploma.

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

We plan to continue the majority of our goals, metrics, target outcomes and actions for the coming school year.

We did have a clerical error on metric 1.8 which indicated that we aimed to reach 55% on our AP Course enrollments but the actual number should have been 35% (with a baseline of 29% and in increase of 2% each year). Metric 1.8 had also notated the incorrect year for the data provided last year so that has been updated.

For metric 1.22, we added a note to this metric to clarify the % is out of the total number of prepared students (how Dataquest measures it in college /career levels and measures report).

We also added metric 1.23 to better track the growth of our socio-economically disadvantaged students' math progress. We will aim to have a 20 point decrease in the average distance from the standard each year for socio-economically disadvantaged students until the standard has been met or exceeded in Math SBAC. Currently our baseline from 2022-2023 was -132.1 average distance from the standard. Our three year goal will be a -72 distance from the standard. Our annual update for 2023-2024 was a -94.7 average distance from the standard with loss penalty -86.5 without loss penalty.

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	Increase college readiness	a. Increase % of students who successfully complete a-g coursework, adding additional a-g course options to enhance opportunities for students to access a broad course of study. b. Counseling staff to provide systematic support to help increase the number of students who graduate with a-g eligibility and increased college readiness.	$264,696.00	Yes

Action #	Title	Description	Total Funds	Contributing
		c. Increase students who successfully complete at least one college course by working to promote dual enrollment option and providing support to students who are taking college courses, principally directed at unduplicated students. d. Host annual college/career fair to increase student engagement with college exploration. e. In order to increase AP course enrollment, we will explore adding additional AP courses. f. Professional development for AP instructor(s). g. Explore assisting in the payment of AP exams including for all unduplicated students. h. Counselor support to recruit and increase AP course enrollment.		
1.2	Increase Academic Readiness	a. Ensure good first instruction in all academic areas, including a focus on making instruction engaging and accessible for all. b. Ensure access to high-quality, standards aligned curriculum for all students as well as access to technology to support and engage students. c. Utilize assessments to inform instructional practices. d. Provide professional development for staff to continue the development of professional learning communities to improve student outcomes.	$29,346.00	Yes
1.3	Increase career readiness	a. Develop and maintain partnerships with local industry professionals utilizing the support of community relations coordinator. -Continue to host annual career fair to allow students to explore a variety of careers. • Increase opportunities for job shadow or internships for CTE students or through Service Learning requirements. -Offer field trips to local trades/businesses/career fairs. -Emphasize character development and soft skills to prepare for the work place. b. Continue to provide and increase CTE course offerings, thereby	$437,151.00	Yes

Action #	Title	Description	Total Funds	Contributing
		increasing the number of CTE completers. c. Maintain industry standard equipment/standards aligned curriculum in all CTE Courses d. Career related counseling principally targeting our unduplicated pupils		
1.4	Increase life readiness	a. Offer elective course(s) to enhance life readiness instruction. b. Explore developing a life readiness event to teach life skills school wide c. Seniors to develop a portfolio to demonstrate accomplishments and skills developed at Buckingham. d. Seniors engage in a community service project.	$84,091.00	Yes
1.5	Develop & Implement drop-out prevention practices, principally directed toward unduplicated pupils.	a. Provide credit recovery opportunities to support struggling students through summer school program. b. Provide instruction through Essential Skills course to help students develop executive functioning skills. c. Conduct master agreement meetings to monitor students' progress toward meeting both graduation requirements and charter expectations.	$38,473.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Continue to develop a positive, safe and productive school culture, building on social-emotional learning.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our students can only achieve the academic success, as well as the college, career, and life readiness addressed in goal 1 if they are in a safe, productive and positive school culture. Our vision is that under the guidance of our dedicated staff, our Buckingham students will develop the academic fortitude, character, and confidence to meet life's post-secondary challenges. We must provide support in helping our students build the character traits: kind, noble, innovative, growing, hardworking, and tough. As we strive to build a positive school culture and provide them with healthy social emotional skills, we seeks ways to connect with our school community and address barriers to learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 3: Parental Involvement Increase parent participation in annual survey by 2% each year.	50 parents participated in our annual survey = 11% participation rate (# of participants/enrollment)	2024-2025: 11% participation rate Data Source: Local Survey data		17%	Maintained current rate
2.2	Priority 3: Parental Involvement Solicit feedback from students, parents, and community members.	2 opportunities per year	2023-24 2 opportunities Data Source: Local Survey and event data, 2023-24		Maintain current rate.	Maintained current rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Priority 3: Parental Involvement Meet with the families of unduplicated students to gain their feedback	DLAC meets at least two times per year. Foster Parent Advisory Committee meets two times per year.	2023-24 At least two options per year Data Source: Local Survey and event data, 2023-24		Maintain current rate.	Maintained current rate
2.4	Priority 3: Parental Involvement Meet with the families of students with exceptional needs to gain their feedback.	Parents are surveyed at each IEP to determine whether they feel we facilitated their involvement in the meeting. Our special needs parent liaison meets with parents of students with disabilities as needed.	2023-24 At least two options per year Data Source: Local Survey and event data, 2023-24		Maintain current rate	Maintained current rate
2.5	Priority 3: Parental Involvement Increase the average number of parents, staff and community members who read the monthly newsletter by 2% annually.	2023-2024 51.8% of parents/staff/community members	2024-2025: 31% Data Source: Local data-Newsletter Analytics		57.8%	Decreased 20.8%
2.6	Priority 6: School Climate Improve the suspension rate for all students using the metric from the CA School Dashboard by moving to performance level of green or blue by 2024	2022-2023 High (orange) - 4.1%	2023-2024: Green Data Source: CA Dashboard		Suspension rate for all students is in the green or blue	Increased/improved to Green

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Priority 6: School Climate Improve the suspension rate of student groups by moving up a performance color every year until they reach green, with the ultimate goal to reach green or blue by 2024	2022-2023 Socioeconomically disadvantaged: Orange (High) Students with disabilities: Very High (Red) African American: Yellow (Medium) Hispanic: High (Orange) Two or More: High (Orange)	2023-2024 Socioeconomically disadvantaged: Green Students with disabilities: Blue African American: Green Hispanic: Green Two or More: Green Filipino: Orange Data Source: CA Dashboard		Suspension rates for all student groups are in the green or blue	Increased/improved to Green or blue in all areas reported at baseline
2.8	Priority 6: School Climate Maintain the current rate of expulsions	2022-2023 0%	2023-2024 0% Data Source: Local discipline data		Maintain 0%	Maintained current rate
2.9	Priority 6: School Climate Increase the percentage of students in Grades 9 and 11 reporting school as being safe or very safe on the bi-annual CalSCHLS by 1 percentage point per year	2023-2024 9th grade: 68% 11th grade: 79%	Data not available Data Source: California School Climate, Health, and Learning Surveys (CalSCHLS)		9th grade: 71% 11th grade: 82%	Data not available
2.10	Priority 6: School Climate Decrease the percentage of students in grades 9 and 11 who report that they have	2023-2024 9th grade: 35% 11th grade: 25%	Data not available Data Source: California School Climate, Health, and Learning		9th grade: 26% 11th grade: 16%	Data not available

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	considered suicide per the bi-annual CalSCHLS by 3% each year.		Surveys (CalSCHLS)			
2.11	Priority 6: School Climate Increase the percentage of students in Grades 9 and 11 reporting school connectedness on the bi-annual CalSCHLS by 1 percentage point per year.	2023-2024 9th grade: 62% 11th grade: 61%	Data not available Data Source: California School Climate, Health, and Learning Surveys (CalSCHLS)		9th grade: 65% 11th grade: 63%	Data not available
2.12	Priority 6: School Climate Maintain our grade 9 and grade 11 students' perception of high expectations as reported by the high expectations metric on the bi-annual CA Health Kids Survey.	2023-2024 9th grade: 75% 11th grade: 76%	Data not available Data Source: California School Climate, Health, and Learning Surveys (CalSCHLS)		Maintain current rate of at least: 9th grade: 75% 11th grade: 76%	Data not available
2.13	Priority 8: Increase the percentage of students who, per the annual student survey data, report that they strongly agree that Buckingham has helped them develop the academic fortitude, character, and confidence to meet life's post-secondary challenges by	2023-2024 35%	2024-2025: 38% Data Source: Local Survey data		38%	Increased 3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	developing the following character traits: Kind, Noble, Innovative, Growing, Hardworking and Tough by 1% annually.					

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.

We have successfully carried out our goal to continue to develop a positive, safe and productive school culture, building on social-emotional learning.

For our first action (2.1), we have focused on developing a positive school culture through an emphasis in character development, building community, and inclusion. The action was carried out as planned, beginning with a freshman orientation program that builds an inclusive and welcoming school culture. We have provided training to our student leaders to help support a service focused and inclusive school.

Four our second goal 2 action (2.2), we have continued our annual surveys. We have continued to provide translation services and used various platforms to enhance our communication.

For our third goal 2 action (2.3), we have continued our safety committee and worked to address safety concerns. We have provided ongoing training and continued monthly drills. We have purchased updated equipment to enhance safety in our Robotics shop.

For our fourth goal 2 action (2.4), we have provided awards and incentives to students through our People Reaching Outstanding Potential (PROP) program. We have provided learning support to students through after school opportunities such as coach's corner.

For our final goal 2 action (2.5), we have increased social emotional supports on campus through our counselor and mental health clinician and the various tiers of support.

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.

For action 2.1, we spent slightly less than budgeted ($500) due to our contract with Envolve being less than the expected cost because we opted to combine with another local school to save money.

For action 2.2, we spent less than budgeted ($4889) due to Canva becoming a free service for us and due to the extra duty time needed to run our social media pages decreasing.

For action 2.3, we spent very close to what we budgeted (-$259) but slightly less due to the extra duty costs for staff to attend safety committee meetings being less an expected.

For action 2.4, we spent slightly more than budgeted ($1471) due to having an additional staff member support with our after school Coach's corner.

For action 2.5, we spent slightly more than budgeted ($2617) due to raises for employees.

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

According to dashboard data, before the pandemic, our suspension rate was approximately 2% each year, but in the 2022-2023 school year it increased to 4.1%. We also track our performance level by student groups. There was additional support needed for specific subgroups who were struggling with behavior including our socioeconomically disadvantaged students and our Hispanic students in the high range for suspensions and our students with disabilities in the very high range. Our special education students in particular are a group we targeted providing additional supports to. These efforts were successful as our suspension rate dropped to 2.7% for the 2023-2024 school year and returned to green for our overall performance on the CA dashboard. All subgroups that were previously in the orange or red moved to green for the 2023-2024 school year, with only our Filipino student subgroup in the orange with a 6.7% suspension rate.

We had seen an increase in our percentage of students who report feeling safe or very safe according to the bi-annual CA Healthy kids survey with 57% of 9th graders reporting feeling safe in 2019-2020 to 68% in 2023-2024. Eleventh grade students also increased from 55% in 2019-2022 to 79% in 2023-2024. We met our metrics in this area in 2022-2023, but the CA Health Kids Survey is only administered once every two years so we do not have new data to report for the 2024-2025 school year.

We had also increased the percentage of students reporting “school connectedness” on the CA Healthy Kids Survey. We began with a baseline of 57% of 9th graders and 29% of 11th graders reporting school connectedness both of which increased to 62% and 61%, respectively in the 2023-2024 administration of the CA Healthy Kids Survey. This is an area that we want to continue to monitor and improve in even further.

Another area of focus was our parental involvement. We maintained our current rate of parents participating in our annual survey (11%) for 2024-2025. We did have a decrease in our percentage of parents reading our monthly newsletter (dropped from 51.8% to 31%), but that may be due to parents finding information using other avenues such as Parent Square posts.

On our annual student survey, we aimed to increase the percentage of students who report that they strongly agree that Buckingham has helped them develop the academic fortitude, character, and confidence to meet life’s post-secondary challenges by developing the following character traits: Kind, Noble, Innovative, Growing, Hardworking and Tough. We successfully increased this from 35% to 38% from the 23-24 school year to the 24-25 school year.

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

We plan to continue our goals, metrics, target outcomes and actions for the coming school year.

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	Develop a positive school culture through an emphasis in character development, building community, and inclusion.	a. Provide collaboration time to staff to develop, embed and highlight connections of "portrait of a graduate" character traits to the curriculum. b. Emphasis of high expectations through recruitment process and ensuring students uphold the charter master agreement. c. Increase awareness for bullying and sexual harassment. d. Development of freshman orientation program that builds an inclusive and welcoming school culture. e. Utilize Senior Class Advisor who can provide support with planning special events and activities that will help promote unity and inclusion amongst senior class. f. Provide training to student leaders to give them the skills to help contribute to building a positive school culture.	$9,880.00	Yes
2.2	Enhance home to school connection through increased communication, participation in school events, and opportunities to gather feedback with parents, students,	a. Develop and host parent trainings to provide support to parents with use of various platforms. b. Refine and maintain annual stakeholder surveys to gauge attitudes about school climate, support and goals. c. Provide translation services to facilitate effective communication, participation and engagement d. Maintain use of various communication platforms, including the use of social media.	$1,406.00	Yes

Action #	Title	Description	Total Funds	Contributing
	and the larger community.			
2.3	Enhance school safety by developing and maintaining systems to address, monitor and problems solve safety concerns.	a. Safety committee to meet at least 3 times annually to review and address safety concerns. b. Continue to utilize and train staff annually on the Standard Response Protocol (SRP), while practicing through monthly drills. c. New/updated equipment and or facilities upgrades to address safety concerns.	$500.00	No
2.4	Implement intervention systems to reduce problem behaviors and improve academic achievement.	a. Support intervention efforts both during the school day, during extended instructional time, and/or on Saturday workshops to address learning gaps, especially for our unduplicated pupils. b. Implement awards programs such as People Reaching Outrageous Potential (PROP), High Honors, Senior Recognition, and attendance improvement recognition. c. Implement Positive Behavior Intervention Systems techniques by providing incentives and supports to our students with disabilities.	$27,769.00	Yes
2.5	Increase offerings of social-emotional support and intervention, principally directed toward our unduplicated pupils.	a. Provide staff training to enhance staff's capacity to implement tier 1 strategies in the classroom b. Provide tier 2 supports to instruct students in activities such as managing stress and anxiety. c. Provide tier 3 interventions and individualized support as needed for students with more intensive needs.	$116,212.00	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
$386,069	$

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
6.423%	0.303%	$16,899.66	6.726%

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:** Increase college readiness **Need:** There is an achievement gap between our low-income students and other students groups in the areas of A-G completion. Schoolwide, 70.5% of our students are meeting the a-g requirements, whereas 58% of our low-income students are meeting it.	While we have seen growth in the area of increasing college readiness, more growth is required to close the achievement gap based on a-g completion rate, as well as participation in advanced coursework such as dual enrollment and Advanced Placement (AP), and AP test passage rates. By providing increased access to advanced coursework such as AP courses and dual enrollment options, as well as support and mentorship, we can help increase college readiness for low-income students by providing	1.5, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.15, 1.20, 1.22

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	academic preparation, developing college readiness skills, exposing them to college level work, and offering opportunities for college credit prior to graduation. One study suggested that following a challenging high school curriculum including advanced coursework meeting the a-g requirements, substantially raises the chance of low-income and minority students enrolling in and completing college (Adelman, 2006). Advanced coursework fosters the development of essential college readiness skills such as critical thinking and organizational skills, time management and effective study habits. These are skills that were identified by our educational partners as the most important to them to develop prior to graduation. These are skills necessary for success in post-secondary education. AP coursework provides students with structured academic environments and support systems which can lead to higher grades and test scores. In a study by Atanda et al. (2019) it was found that advanced coursework exposes low-income students to rigorous academic content and challenges, helping them to develop critical thinking skills and effective study habits. A study by Martinez et al (2018) found that low-income students who took AP courses were more likely to enroll in and persist through college than their peers who did not participate in advanced coursework. Adelman, C. (2006). The toolbox revisited: Paths to degree completion from high school through college. U.S. Department of Education. National Center for Educational Statistics. (2017). Atanda, R.O., Olatunji, O., & Yakubu, M. (2019). A	

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
		longitudinal Examination of the Impact of Advanced Placement Participation on the Academic Performance of English Learners. Journal of Advanced Academics, 30(1), 31-58 Martinez, M. Campa, H., & Stillwell, R. (2018). Advanced Placement, International Baccalaureate, and Dual-Enrollment Porgrams: Do Low-Income Students Participate? (REL 2018-292). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. Retrieved from http://ies.ed.gove/ncee/edlabs/projects/project.asp?projectID=6031	
1.2	**Action:** Increase Academic Readiness **Need:** There is an achievement gap between our unduplicated pupils and other student groups in the area of math SBAC scores. Schoolwide, 28.74% of our students are meeting the standard whereas 16.7% of our low-income students are meeting the standard. We also want to increase our scores schoolwide in English Language Arts and Science. Furthermore, our students need ongoing access to a broad course of study with rigorous curriculum and instruction. **Scope:** Schoolwide	In order to ensure our students are college-ready, we need to implement a plan that provides them access to rigorous curriculum and instruction as well as engaging in a broad course of study. We are updating curriculum in some of our courses and adding new courses that required new curriculum Additionally, we are ensuring our students have access to the most up to date technology and lab equipment for science coursework. In order to provide the most high quality, rigorous instruction, our staff are committed to implementing a professional learning community (PLC). Through frequent collaboration amongst teachers, we are able to analyze data, monitor student progress, and refer struggling students, particularly unduplicated students, to appropriate interventions. These interventions may include Saturday School opportunities or during the school day sessions in which our students can access additional support. A study by Brown et al	1.4, 1.5. 1.6, 1.7, 1.14, 1.23

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
		found that professional learning communities "when successfully instituted by school leaders and embraced by participants, have been shown to improve student achievement as well as teacher perception." As such, we are continuing to fund opportunities for our staff to engage in training to help us improve the implementation of the PLC process. Brown, B., Horn, R. & King, G. (2018). The Effective Implementation of Professional Learning Communities. Alabama Journal of Educational Leadership, v5 p53-5.	
1.3	**Action:** Increase career readiness **Need:** There is an achievement gap between our socio-economically disadvantage students and other student groups in the area of college and career readiness per the CA School Dashboard. Of our school population, 58% are considered prepared per the data from 2023, whereas only 43% of our low-income students are considered prepared. **Scope:** Schoolwide	In this action, we are working on ways to increase career awareness including utilizing our community relations coordinator to help us develop additional community partnerships, providing more opportunities for our students to participate in job shadowing, internships, and career exploration and to continue to offer and promote Career Technical Education pathways that prepare our students for careers. Numerous studies have concluded that Career and Technical Education (CTE) classes can be effective in improving the academic achievement of unduplicated students. Our pathways offer practical life skills and hands-on experiences; furthermore, they can lead to meaningful employment after high school. While this will benefit all students, the hands on experiences that our unduplicated students will gain will also improve their motivation to attend school and succeed academically in their other	1.21

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
		courses. A study by the American Education Research Association looked at the impact of low income students taking STEM CTE courses found the following: "the value of CTE coursework on student attendance, demonstrates an increasingly clear picture of career-oriented coursework offering something that traditional coursework does not in helping motivate students to be more engaged and present in their schoolwork." While these courses are open for all students to access, our unduplicated pupils in particular will be able to benefit from them. Stratte Plassman, J. et al. "Do Career-Engaging Courses Engage Low-Income Students?". American Educational Research Association; Aera Open, Volume 7, January 1, 2021.4.	
1.4	**Action:** Increase life readiness **Need:** Feedback from our students and parents indicates that life readiness is an ongoing area of need for our students. We want to ensure that all students, including our socio-economically disadvantaged students, have access to opportunities to develop the skills that will help them live independently and be employable in their future. **Scope:** Schoolwide	Offering a course that provides students the tools needed to be life ready is an important component of our plan. While not all students will necessarily take the course, we will target our low-income students and ensure that all students have access to the benefits of this course being offered. We are exploring the possibility of creating a life skills fair event in which students who take this course teach the skills to their peers at a school wide event. In a chapter from the book "Life Skills Education for Youth" the author emphasizes that marginalized/low-income students especially need support with life skills instruction: "In particular, clusters of social and emotional skills and cognitive abilities like critical thinking stand out as important for success". One study referenced in the same chapter demonstrated that programs that provide social emotional learning emphasis have	1.19

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 greatest impact on students who are most at risk, but all students can of course benefit. We also highly value the opportunity for our students to engage in community service project, and thus we will continue to offer a course called Service Learning as part of our graduation requirements. In this course, students have the opportunity to identify a need in the community and develop a plan to address that need through a semester long project that includes at least 40 hours of volunteer work. In an article published by the Journal of Education and Educational Development titled "Impact of Community Service Learning on the Social Skills of Students", the authors conclude that in addition to helping with college admissions, service learning has a positive impact on the social skills of students, leading to students viewing themselves as more socially responsible. Afzal, A.& Hussain, N. (2020). Impact of Community Service Learning on the Social Skills of Students. Journal of Education and Educational Development, 7(1), 55-70. https://files.eric.ed.gov/fulltext/EJ1259929.pdf Schmidt, D. (2022). Concluding Thoughts on Life Skills Education for Youth. In: DeJaeghere, J., Murphy-Graham, E. (eds) Life Skills Education for Youth. Young People and Learning Processes in School and Everyday Life, vol 5. Springer, Cham. https://doi.org/10.1007/978-3-030-85214-6_12	
1.5	**Action:**	By increasing the availability of academic support/interventions, primarily focusing on unduplicated and/or undeserved populations, we	1.16, 1.17, 1.18

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
	Develop & Implement drop-out prevention practices, principally directed toward unduplicated pupils. **Need:** We need to provide systems of support to address barriers to learning as well as opportunities for credit recovery to improve our student's ability to meet the graduation requirements. While our graduation rates are currently in the very high range for all student groups, we recognize that is difficult to maintain. We want to ensure that we do not have a gap between our student population and student groups such our unduplicated students. As a result, we need to continue to provide targeted support and credit recovery opportunities to all students, and especially to our struggling students. We also need to improve our attendance rates among all student groups. **Scope:** Schoolwide	are working to continue to prevent an achievement gap among our unduplicated student groups and the overall student population. This plan supports the needs of our most vulnerable learners through a comprehensive approach includes ensuring quality instruction for all students and interventions for those who require additional support. To facilitate these interventions, we maintain the support of our summer school instructor and our Essential Skills instructor. These personnel offer differentiated instruction and support tailored to meet the diverse needs of students, including our unduplicated pupils. Studies by Burns and Gibbons (2008) and Vaughn et. Al. (2010) demonstrate that interventions that are responsive to students individual needs result in significant gains in reading and mathematics achievement. Studies by Heppen et al. (2017) and Kennedy et al. (2016) highlight the role of credit recovery programs in providing second chances for students, including English Learners, Low income students and Foster or Homeless youth, to obtain a high school diploma. By targeting attendance as a growth area, we will also be implementing drop out prevention given that drop out rates are much lower amongst students who attend school regularly. Burns, M.K., & Gibbons, K.A. (2008). Implementing Response-to-Intervention in Elementary and Secondary Schools: Procedures to Assure Scientific-Based Practices. Routledge. Heppen, J.B., Allensworth, E., Walters, K., & Read, K. (2017). The Case for Improving Credit	

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
		Recovery: Evidence from Illinois and Chicago. University of Chicago Consortium on School Research. Kenndey, M.M., Thomas, S., Mayer, A.K., & Hoffman, S. (2016). Promising Practices for Addressing the Needs of English Learners in Credit Recovery Programs. Regional Educational Laboratory West.	
2.1	**Action:** Develop a positive school culture through an emphasis in character development, building community, and inclusion. **Need:** We need to increase our overall percentage of students who feel connected to school, particularly our low-income students. **Scope:** Schoolwide	This action addresses the need to develop a positive school culture by providing opportunities for character development to help us build upon a positive school culture. According to research by Pala, A., the implementation of character education helps to "promote the intellectual, social, emotional, and ethical development of young people and share a commitment to help young people become responsible, caring, and contributing citizens." Through our student leadership program, training for those student leaders, as well extracurricular opportunities, we will afford our students a variety of ways to develop the character traits that will benefit them in their future. Pala, A. (2011). The Need for Character Education. International Journal of Social Sciences and Humanities Studies. Vol. 3.	2.11, 2.12, 2.13
2.2	**Action:** Enhance home to school connection through increased communication, participation in school events, and opportunities to gather feedback with parents, students, and the larger community.	Our plan to host parent trainings, refine our surveys to increase engagement and the use of various platforms to better connect with parents and the larger community will allow us to better engage the parents of our non English speaking parents as well as our entire school community.	2.1, 2.2, 2.3, 2.4, 2.5

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
	Need: We need to increase parental involvement and engagement, particularly among our English Learners and low-income students. **Scope:** Schoolwide	Research from Henderson & Mapp suggests that, "...families can improve academic performance in school and have a major impact on attendance and behavior. Children at risk of failure or poor performance can profit from the extra support that engaged families and communities provide". That being said, parental engagement is an important ongoing priority for us to address. Henderson, A. & Mapp, K. (2002). A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. National Center for Family & Community Connections with Schools.	
2.4	**Action:** Implement intervention systems to reduce problem behaviors and improve academic achievement. **Need:** Suspension rates have increased, particularly among socioeconomically disadvantaged students (orange/high per CA School Dashboard data), students with disabilities (red/very high), Hispanic students (orange/high), and students of two or more races (orange/high). **Scope:** Schoolwide	By providing funding to support intervention efforts including our after school program and staff to organize and manage learning support, we will be able to develop targeted interventions for students, specifically our student groups including our low income students, students with disabilities, etc. . To facilitate these interventions, we maintain the support of our after school Coach's Corner program and our learning support coordinator. These personnel offer differentiated instruction and support tailored to meet the diverse needs of students, including our unduplicated pupils. Studies by Burns and Gibbons (2008) and Vaughn et. Al. (2010) demonstrate that interventions that are responsive to students individual needs result in significant gains in reading and mathematics achievement. This plan also allows us to implement positive behavior intervention systems (PBIS) which	2.6, 2.7, 2.8

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
		includes funding for awards and incentives in order to promote positive behaviors. According to research by Jolstead et al, PBIS has been proven to improve positive and on-task behaviors in students. Burns, M.K., & Gibbons, K.A. (2008). Implementing Response-to-Intervention in Elementary and Secondary Schools: Procedures to Assure Scientific-Based Practices. Routledge. Jolstead, K. A., Caldarella, P., Hansen, B., Korth, B. B., Williams, L., Kamps, D. (2017). Implementing Positive Behavior Support in Preschools: An Exploratory Study of CW- FIT Tier 1. Journal of Positive Behavior Interventions, 19(1) 48-60.	
2.5	**Action:** Increase offerings of social-emotional support and intervention, principally directed toward our unduplicated pupils. **Need:** We need to provide on site access to mental health services at various tiered levels, given the need to decrease the percentage of our students who report that they have considered suicide. **Scope:** Schoolwide	The National Association of School Psychologists note that “access to mental health services in schools is vital to improving the physical and psychological safety of our students and schools, as well as academic performance and problem-solving skills. Culturally responsive school mental health supports that encompass social emotional learning, mental wellness, behavioral health, resilience, and positive connections between students and adults are essential to creating a school culture in which students feel safe and empowered to report safety concerns, which is proven to be among the most effective school safety strategies.” To meet this need, we are continuing to fund a part time mental health clinician and full time counselor to help promote social-emotional well-being with a particular focus on our unduplicated student population.	2.10

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
		National Association of School Psychologists. (2021). Comprehensive School-Based Mental and Behavioral Health Services and School Psychologists [handout].	

Limited Actions

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

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

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

Additional Concentration Grant Funding

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2025-26 Total 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	6,010,624	386,069	6.423%	0.303%	6.726%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$392,116.00	$616,908.00	$500.00	$0.00	$1,009,524.00	$936,400.00	$73,124.00

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	Increase college readiness	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Buckingham 9-12		$260,496.00	$4,200.00	$58,347.00	$206,349.00			$264,696.00	
1	1.2	Increase Academic Readiness	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Buckingham 9-12		$0.00	$29,346.00	$400.00	$28,946.00			$29,346.00	
1	1.3	Increase career readiness	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Buckingham 9-12		$433,151.00	$4,000.00	$126,884.00	$310,267.00			$437,151.00	
1	1.4	Increase life readiness	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Buckingham 9-12		$82,091.00	$2,000.00	$28,745.00	$55,346.00			$84,091.00	
1	1.5	Develop & Implement drop-out prevention practices, principally directed toward unduplicated pupils.	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Buckingham 9-12		$38,473.00	$0.00	$22,473.00	$16,000.00			$38,473.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	Develop a positive school culture through an emphasis in character development, building community, and inclusion.	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Buckingham 9-12		$2,750.00	$7,130.00	$9,880.00				$9,880.00	
2	2.2	Enhance home to school connection through increased communication, participation in school events, and opportunities to gather feedback with parents, students, and the larger community.	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Buckingham 9-12		$1,227.00	$179.00	$1,406.00				$1,406.00	
2	2.3	Enhance school safety by developing and maintaining systems to address, monitor and problems solve safety concerns.	All	No			All Schools Specific Schools: Buckingham 9-12		$500.00	$0.00			$500.00		$500.00	
2	2.4	Implement intervention systems to reduce problem behaviors and improve academic achievement.	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Buckingham 9-12		$1,500.00	$26,269.00	$27,769.00				$27,769.00	
2	2.5	Increase offerings of social-emotional support and intervention, principally directed toward our unduplicated pupils.	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Buckingham 9-12		$116,212.00	$0.00	$116,212.00				$116,212.00	

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
6,010,624	386,069	6.423%	0.303%	6.726%	$392,116.00	0.000%	6.524 %	**Total:**	$392,116.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$392,116.00

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**	Increase college readiness	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Buckingham 9-12	$58,347.00	
1	**1.2**	Increase Academic Readiness	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Buckingham 9-12	$400.00	
1	**1.3**	Increase career readiness	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Buckingham 9-12	$126,884.00	
1	**1.4**	Increase life readiness	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Buckingham 9-12	$28,745.00	
1	**1.5**	Develop & Implement drop-out prevention practices, principally directed toward unduplicated pupils.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Buckingham 9-12	$22,473.00	

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 (%)
2	2.1	Develop a positive school culture through an emphasis in character development, building community, and inclusion.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Buckingham 9-12	$9,880.00	
2	2.2	Enhance home to school connection through increased communication, participation in school events, and opportunities to gather feedback with parents, students, and the larger community.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Buckingham 9-12	$1,406.00	
2	2.4	Implement intervention systems to reduce problem behaviors and improve academic achievement.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Buckingham 9-12	$27,769.00	
2	2.5	Increase offerings of social-emotional support and intervention, principally directed toward our unduplicated pupils.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Buckingham 9-12	$116,212.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$667,148.00	$760,055.00

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**	Increase college readiness	Yes	$107,900.00	$111,166
1	**1.2**	Increase Academic Readiness	Yes	$46,295.00	$42,415
1	**1.3**	Increase career readiness	Yes	$234,978.00	$338,331
1	**1.4**	Increase life readiness	Yes	$53,372.00	$52,689.00
1	**1.5**	Develop & Implement drop-out prevention practices, principally directed toward unduplicated pupils.	Yes	$39,817.00	$32,228
2	**2.1**	Develop a positive school culture through an emphasis in character development, building community, and inclusion.	Yes	$9,315.00	$8,815.00
2	**2.2**	Enhance home to school connection through increased communication, participation in school events, and opportunities to gather feedback with parents, students, and the larger community.	Yes	$6,268.00	$1,379
2	**2.3**	Enhance school safety by developing and maintaining systems to address, monitor and problems solve safety concerns.	No	$9,000.00	$8,741
2	**2.4**	Implement intervention systems to reduce problem behaviors and improve academic achievement.	Yes	$30,078.00	$31,549

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.5**	Increase offerings of social-emotional support and intervention, principally directed toward our unduplicated pupils.	Yes	$130,125.00	$132,742

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)
$372,468	$359,742.00	$355,568.34	$4,173.66	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	Increase college readiness	Yes	$53,859.00	$55,689		
1	1.2	Increase Academic Readiness	Yes	$4,000.00	$2,258.34		
1	1.3	Increase career readiness	Yes	$75,432.00	$76,320		
1	1.4	Increase life readiness	Yes	$31,348.00	$31,072		
1	1.5	Develop & Implement drop-out prevention practices, principally directed toward unduplicated pupils.	Yes	$19,817.00	$20,449		
2	2.1	Develop a positive school culture through an emphasis in character development, building community, and inclusion.	Yes	$9,315.00	$5815		
2	2.2	Enhance home to school connection through increased communication, participation in school events, and opportunities to gather feedback with parents, students, and the larger community.	Yes	$6,268.00	$1179		
2	2.4	Implement intervention systems to reduce problem	Yes	$29,578.00	$30,044		

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)
		behaviors and improve academic achievement.					
2	**2.5**	Increase offerings of social-emotional support and intervention, principally directed toward our unduplicated pupils.	Yes	$130,125.00	$132,742		

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)
$5,570,866	$372,468	0	6.686%	$355,568.34	0.000%	6.383%	$16,899.66	0.303%

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).

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