Local Control Funding Formula (LCFF) Budget Overview for Parents Template

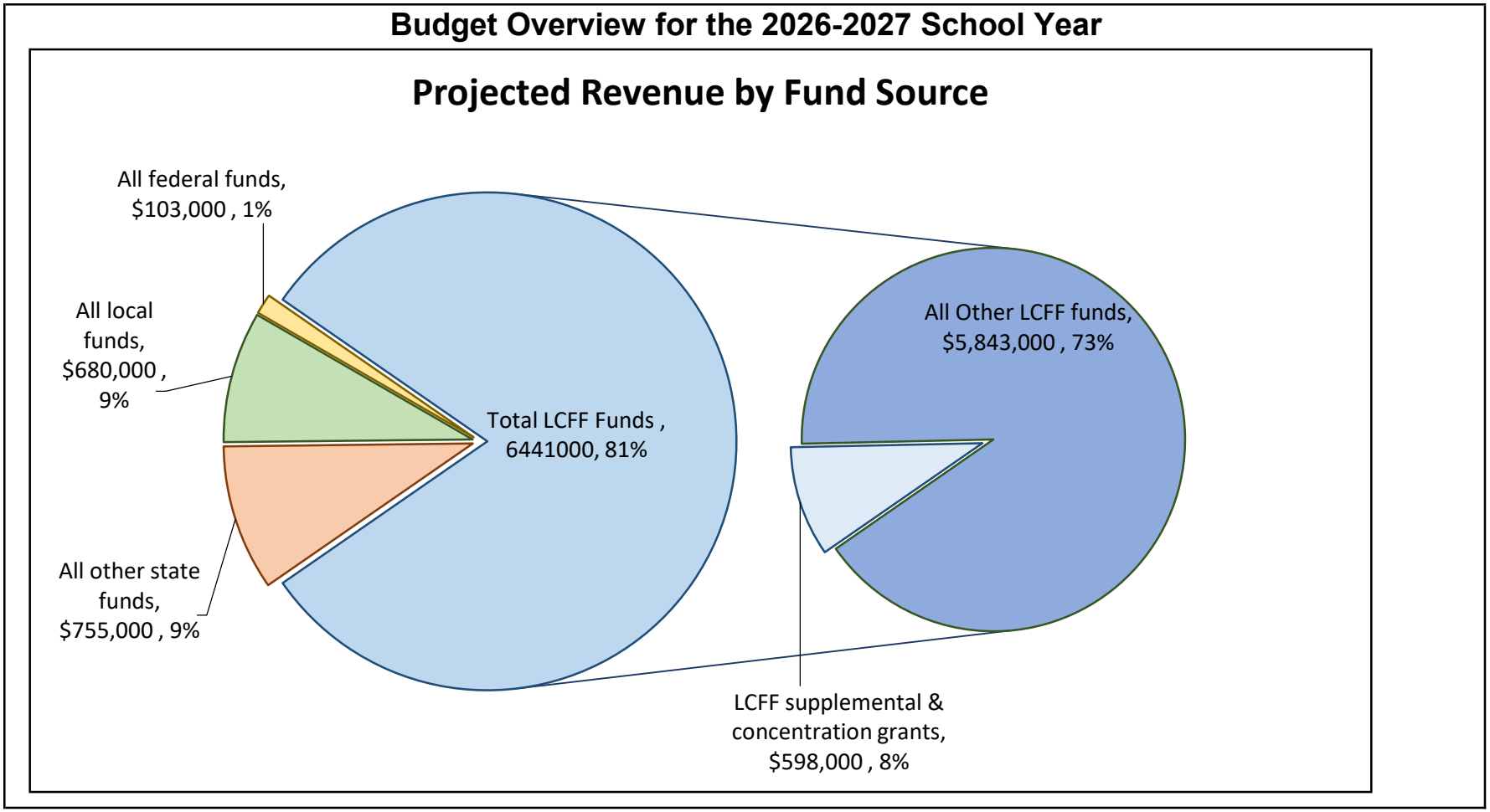
Developed by the California Department of Education, December 2024
Instructions are located at
https://www.cde.ca.gov/re/lc/documents/budgetoverviewins2025.docx

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Gateway High School
CDS Code: 38-68478-3830437
School Year: 2026-2027
LEA contact information: Dr. Alicia Montgomery, 415-749-3600, amontgomery@gatewaypublicschools.org

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).

LCFF Budget Overview for Parents

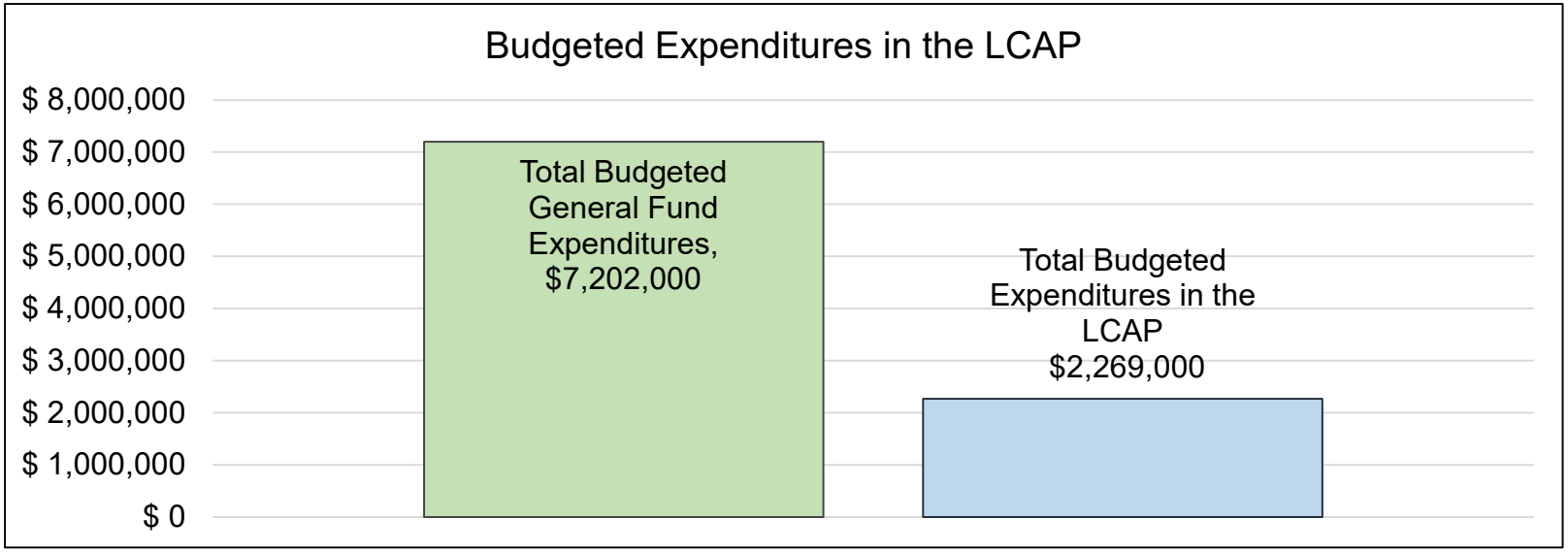


This chart shows the total general purpose revenue Gateway High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Gateway High School is $7,979,000.00, of which $6,441,000.00 is Local Control Funding Formula (LCFF), $755,000.00 is other state funds, $680,000.00 is local funds, and $103,000.00 is federal funds. Of the $6,441,000.00 in LCFF Funds, $598,000.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Gateway High School plans to spend for 2026-2027. 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: Gateway High School plans to spend $7,202,000.00 for the 2026-2027 school year. Of that amount, $2,269,000.00 is tied to actions/services in the LCAP and $4,933,000.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The majority of the general fund expenditures not included in the LCAP relate to the administration of the school, including facilities and equipment costs, and to teaching related activites that are not specific to the services discussed in the LCAP.

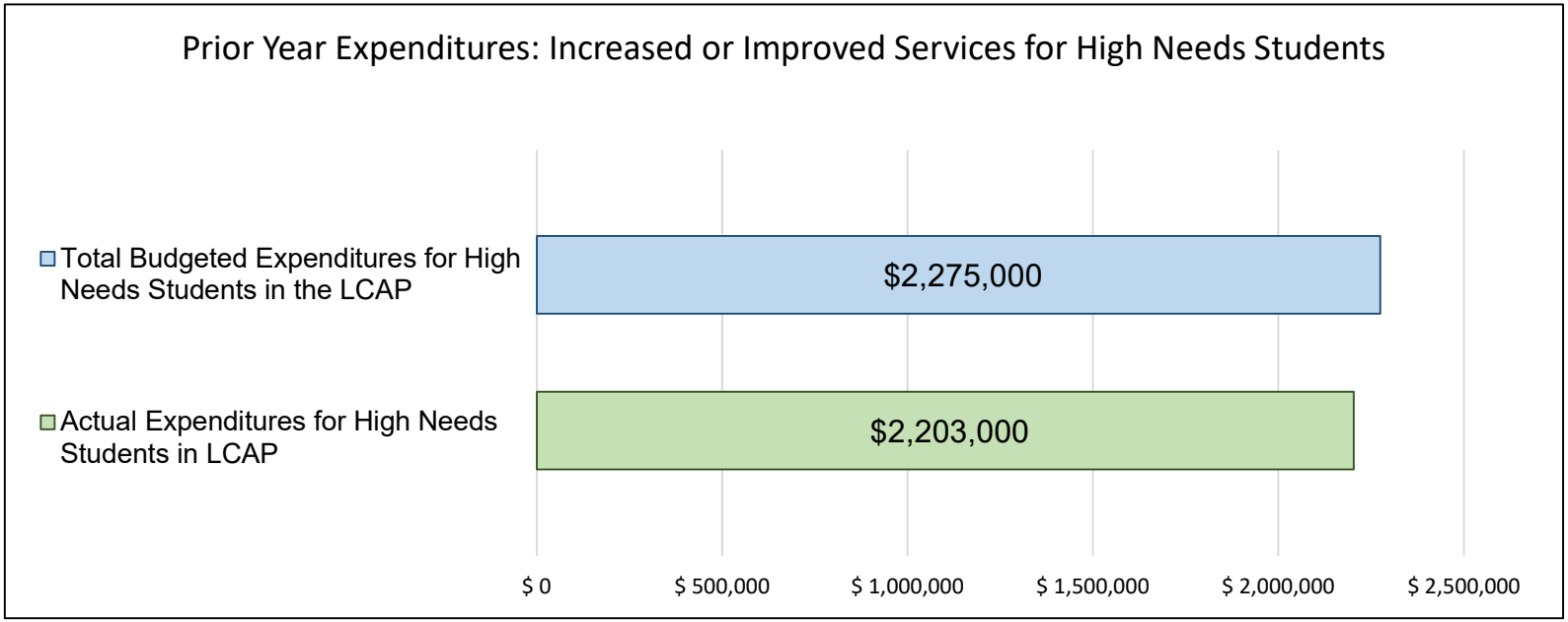
Increased or Improved Services for High Needs Students in the LCAP for the 2026-2027 School Year

LCFF Budget Overview for Parents

In 2026-2027, Gateway High School is projecting it will receive $598,000.00 based on the enrollment of foster youth, English learner, and low-income students. Gateway High School must describe how it intends to increase or improve services for high needs students in the LCAP. Gateway High School plans to spend $2,269,000.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-2026



This chart compares what Gateway High School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Gateway High School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

LCFF Budget Overview for Parents

The text description of the above chart is as follows: In 2025-2026, Gateway High School's LCAP budgeted $2,275,000.00 for planned actions to increase or improve services for high needs students. Gateway High School actually spent $2,203,000.00 for actions to increase or improve services for high needs students in 2025-2026. The difference between the budgeted and actual expenditures of $72,000.00 had the following impact on Gateway High School's ability to increase or improve services for high needs students:

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Gateway High School	Dr. Alicia Montgomery, Executive Director	amontgomery@gatewaypublicschools.org 415-749-3600

Plan Summary [2026/2027]

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.

Gateway High School was founded in 1998 by a group of San Francisco parents who believed that a public school could be a true gateway to college and opportunity for all young people, regardless of learning style, race, income, or prior educational experience. They built the school on two core beliefs that continue to guide us today: that all students can learn at high levels, and that all students learn differently. Nearly three decades later, Gateway remains a small, diverse, college-preparatory public charter school located in the historic Fillmore/Western Addition neighborhood and authorized by the San Francisco Unified School District. Admission is determined by lottery, with preferences for siblings, graduates of Gateway Middle School, students eligible for free or reduced lunch, and San Francisco residents.

Gateway High School serves approximately 490 students in grades 9–12, representing the full diversity of San Francisco and the surrounding Bay Area. Our students are, on average, 13% African American, 5% Asian, 42% Latino, 8% Two or More Races, and 29% White. Over half (54%) of our students are socioeconomically disadvantaged, and about 18% receive special education services. This diversity is a core strength of our community and central to our mission. Gateway's 2025–2030 Strategic Plan affirms our commitment to academic excellence, college and career readiness, staff sustainability, family and community engagement, and long-term financial health. Across all of this work, we are guided by a commitment to anti-racist, pro-Black, culturally responsive teaching and to ensuring that students most impacted by systemic inequities experience the greatest gains.

Gateway offers a rigorous, inclusive academic program that exceeds UC/CSU A–G requirements. All students complete a second year of arts, a third year of world language, and a fourth year of social science. Most seniors take a fourth year of math, and more than 80% of 11th and 12th graders enroll in at least one AP or honors course. Small class sizes—averaging 24 students—allow teachers to build strong relationships and tailor instruction to individual needs. To support students who enter reading below grade level, Gateway provides targeted reading intervention alongside core classes. The school has also expanded STEM opportunities, offering courses such as AP Environmental Science, AP Physics, and Computer Science, and hosting extracurricular programs including Robotics.

Gateway is committed to educating students in the broadest sense—academically, socially, emotionally, and through real-world learning. Our advisory program ensures that every student is known well by an adult who stays with them for all four years. Advisors support academic progress, goal-setting, and family communication, while our wellness and restorative practices teams help cultivate a safe, inclusive, and

supportive school climate. Through our Partnerships and Student Support Office, students access internships, community service, mentoring, and enrichment programs across the Bay Area.

College and career readiness is deeply embedded in Gateway's culture. More than 96% of our graduates have gone on to college—double the statewide rate. Students receive personalized advising, complete four-year plans, and participate in college visits, career exploration, and senior exhibitions. Our new 6–12 College & Career Readiness Map ensures that every student experiences meaningful milestones each year, building confidence, clarity, and options for life after high school.

Gateway's commitment to excellence has been recognized at the state and national levels. In 2022, the school received the highest possible accreditation from the Western Association of Schools and Colleges (WASC), and in 2024, Gateway was named a California Distinguished School. These honors reflect the strength of our academic program, our commitment to equity, and the dedication of our students, families, and staff.

Reflections: Annual Performance

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

In the 2025-2026 school year, we have continued to focus on improving academic and social-emotional outcomes for all students, and specifically our students most impacted by systems of oppression, including our Black/African American and Latinx students and students with IEPs. We have worked to continuously improve engagement and increase student learning within an anti-racist, inclusive community. While there is much work to do, Gateway is pleased with the progress we have made. Reflecting on the CA School Dashboard and local measures and indicators, we have many strengths and successes to build upon as well as challenges and needs that we are seeking to further address in our school-wide goals and plans within the LCAP:

Academic Performance and Engagement

ELA Learning: According to the California Data Dashboard, Gateway High is performing in the Green band for ELA performance. This year, the overall difference above the standard decreased from 50.4 to 41.5. However, English Learners, Students with Disabilities, and Black Student achievement either increased or increased significantly. We have worked this year in PD and in our subject matter communities of practice to understand the Black student experience, as well as examine the impact on bias in our work. Across the board, Gateway High School is doing well in the area of English Language Arts, and the work we have been doing to strengthen our school-wide literacy strategies and interventions has been a major factor in the growth we have seen in other student groups, and will take what we have learned this year and make it a focus for the school; we are pleased to see our growth and plan to sustain literacy goals and actions to support improvement across most student groups.

Math Learning**:** According to the California School Data Dashboard, Gateway High School performance remains in the Orange band for Math performance. Overall, our high school students are 77 points below the standard in Math. Though there was decline overall, our English Learners, Students with Disabilities, Black , and White students performance significantly increased an average of 47 points closer to the

standard. Math remains a large area of need both schoolwide and for all of our student groups. We plan to continue to invest in Math professional development and intervention to improve outcomes in math.

EL Progress: We saw a significant decrease in students making progress towards English language proficiency (Blue on Dashboard), moving from 62% to 35%. We experienced a similar drop in the progress of our LTEL students. We plan to strengthen language acquisition support through EL-focused targeted small group intervention and professional development to support language goals for classroom instruction.

Graduation rate and College and Career Readiness: We are proud of our consistently high graduation rate (99% on the 2024 Dashboard) and the work we have done to ensure that we have strong systems of support to ensure that all students at Gateway High have access to a rigorous, college prep course of study as well as the supports necessary to meet these high expectations. All graduates meet A-G requirements since we align our graduation requirements to meet or exceed A-G eligibility, and are also proud of the increase from 83% to 92% of students considered "prepared" on the College and Career Indicator. We aim to continue to increase student enrollment in AP classes, but are focused primarily on increasing dual enrollment college courses, especially under-represented students, in order to increase the percentage of students considered prepared on the College and Career indicator.

Conditions and Climate

School Climate, Relationships, and Connectedness: Gateway continues to have strengths as a small, diverse community in which students are well known and have caring relationships. Based on our annual student survey data and focus group data, a high percentage of Gateway students report that they have caring relationships and that staff care and have high expectations of them. An area for continued growth is increasing students' sense of belonging and connectedness at school. This is an area of focus for all students, and the school has a specific focus on improving belonging and connectedness for Black/African American students and students with IEPs.

Suspensions: There was a significant decrease in suspensions on the 2025 Dashboard, we increased our focus on social-emotional, mental health and behavioral supports to address the root causes of behaviors. We continue to implement alternatives to suspension and restorative practices, and we have increased interventions and supports to address students behavioral health and social-emotional needs. Most of our student groups are now designated as green on the dashboard as a result of this work. Though our Black student group suspensions have declined significantly, they are still designated as orange on the dashboard.

Family Engagement: We continue to seek to build effective communication and partnership with families to support student learning and have received positive feedback from our families in regards to our efforts to: communicate about student progress (e.g. text/phone and email communications and/or conferences); be responsive to parent concerns; reach out to families regarding additional academic or social-emotional supports; and offer opportunities for families to see their students' learning (e.g. student exhibitions of learning; affinity group events highlighting successes of students). We have focused on providing increased opportunities for engagement such as our Senior Civics Project Night, this year we added monthly parent meetings called the family advisory council. These meetings will serve as a foundation for our family engagement work as we move forward.

The strengths and areas for growth listed above inform our 2026-2027 LCAP. We are continuing to prioritize building relationships of trust and care, supporting students' social-emotional needs, and improving equitable learning outcomes through both tier 1 instruction and targeted instruction to accelerate learning. Gateway's school-wide goals and LCAP also reflect our commitment to anti-racist practices and culturally responsive teaching, to supporting our staff through meaningful professional development, and to fostering a culture of excellence, inclusion, partnership and voice for all.

GHS will use Learning Recovery Emergency Block Grant funds to expand access to rigorous coursework and the targeted supports students need to succeed in AP, honors, dual enrollment, and intervention courses, in alignment with Goal 1 and Action 1.3. This allocation addresses needs assessment findings showing disparities in literacy, math readiness, and access to advanced coursework for underrepresented students. Impact will be monitored using CAASPP ELA and Math scores. Research on learning acceleration, high-impact tutoring, and college-readiness interventions confirms that targeted academic supports paired with rigorous instruction improve student outcomes and reduce equity gaps.

Reflections: Technical Assistance

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

NA - We did not take part in work as part of technical assistance.

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.

We are not eligible for comprehensive school 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.

We are not eligible for comprehensive school support and improvement.

Monitoring and Evaluating Effectiveness

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

We are not eligible for comprehensive school support and 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
Parents and Families	Gateway sees families as integral to student success. Families provide valuable input in identifying strengths and areas for growth for our students and the school. The school is committed to meaningful engagement with families to inform the development of our LCAP and annual school-wide goals. Our efforts to seek input from families include: ● Gateway has regular, designated times and vehicles for parents to give feedback related to school and student progress including parent meetings, drop-in appointments, and family conferences, ● At least twice per year, teachers and families have the opportunity to meet collaboratively with students to review work and progress to-date. This is also an opportunity for the family to provide feedback about the school. Feedback gained from this format informed our direction and priorities at Gateway. ● We host evening workshops and forums for parents/guardians to engage with families and also seek input from family affinity groups. ● We survey families at least annually to get feedback on the school and seek input on specific goals (e.g. school schedule, feedback on conferences). Many of the eight State Priorities, such as academic learning, school safety, and parental involvement are topics of the survey. We review this input, and it informs the development of our LCAP and annual school-wide goals. ● Gateway utilizes a family communication tool and directory called ParentSquare that includes options for text, app-based, and email communications in multiple languages to ensure that all families receive school communications. ● Gateway's board includes parent board members who provide parent perspective in the development of goals, actions and decision making at the board level. The board meets monthly as a public meeting with the opportunity for public comment. ● We have a designated LCAP Board committee who meets regularly to review draft LCAP goals, outcomes, and progress. We then take these drafts and present them to the Gateway High's Family Advisory Council.

Principals, Teachers, Administrators, School Personnel	Staff input and engagement is essential in improving school programs and student outcomes. Gateway teachers, staff, and leadership are actively engaged in providing input on our school's strengths and areas for growth and in the development of our LCAP and annual school-wide goals. This includes the following structures for input and efforts to seek input from staff: ● We survey our entire staff at least annually to get feedback. Many of the eight State priorities, such as academic learning, school safety, student engagement, and parental involvement are topics of the survey. We review this input annually, and it is central to the development of our LCAP, and our annual school-wide goals. ● Gateway's Leadership Team, composed of Principals, school leaders, and teacher/staff leaders meets regularly to develop and monitor school-wide goals and actions. The Leadership Team facilitates input from staff on the school's goals and progress and engages the full staff in the development of the school's goals and actions. ● Gateway's Board of Trustees is composed of broad cross-sections of the school community and community-at-large, including teachers/staff who provide staff perspective in the development of goals, actions and decision making at the board level. In addition, Gateway's board has a Staff Affairs Committee, composed of trustees, staff and school leaders. Members work to ensure strong communication between staff and board, to address staff satisfaction and compensation issues, and to work towards equitable structures and policies at Gateway that support the recruitment and retention of a diverse and highly qualified staff.
Students	Gateway recognizes the importance of student voice in their own education, school programs, and the school community, since it contributes to students' achievement and sense of belonging. Gateway is committed to seeking input from students that informs the development of school-wide goals and the LCAP. Efforts to seek input from students on our school goals, program, and community included: ● School wide surveys completed during class ● Classroom surveys ● Focus groups / listening sessions with students

Insert or delete rows, as necessary.

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

The development of Gateway's LCAP is directly rooted in the extensive engagement process that shaped our 2025–2030 Strategic Plan. Throughout that process, we listened closely to students, families, staff, alumni, and community partners through surveys, focus groups, listening sessions, advisory conversations, and cross-campus planning. Across all groups, the themes that emerged were remarkably consistent: the need for stronger academic coherence and intervention systems, deeper belonging and wellness supports, more intentional college and career pathways, a more sustainable and supportive staff experience, stronger communication and family engagement, and long-term financial stability. These priorities became the foundation of our Strategic Plan, and because the LCAP serves as the operational expression of that plan, they naturally shaped the five goals that anchor this LCAP. Each goal—Academic Excellence & Student Support; College & Career Readiness; Staff Experience; Family & Community Engagement; and Financial Health & Organizational Sustainability—reflects what our community named most clearly and consistently. The actions and metrics within this LCAP are

drawn directly from the commitments stakeholders helped define, ensuring that the plan is not simply a compliance document, but a continuation of the community-driven planning process that began with our Strategic Plan.

Here are a few examples of areas in which educational partner input influenced goals and actions in the LCAP:

Students shared that instructional expectations varied across classrooms, which led to actions such as developing the Gateway Teaching & Learning Framework, strengthening PLCs, and creating shared definitions of rigor under **Goal 1: Academic Excellence & Student Support**

Students asked for stronger advisory and more support with goal-setting, which informed actions to revise advisory lessons, strengthen POL skills, and expand SEL supports

Families expressed a need for clearer, more consistent communication, which resulted in actions such as ParentSquare/PowerSchool tutorials, tech office hours, and the creation of a unified school-year calendar under **Goal 4: Family & Community Engagement**.

Families asked for more transparency around academic progress and interventions, which shaped actions related to reading intervention, progress monitoring, and improved family-teacher communication structures.

Teachers emphasized the need for aligned curriculum and sustainable workloads, which led to actions such as updating the CSM/GSM models, evaluator training, and improved collaboration systems under **Goal 3: Staff Experience.**

Staff identified gaps in professional learning and role clarity, which informed actions to redesign PD, strengthen onboarding, and align the GTLF with evaluation tools.

Community partners highlighted the importance of real-world learning and clearer college/career pathways, which directly shaped the creation of the 6–12 College & Career Readiness Map, grade-level milestones, and expanded partnerships under **Goal 2: College & Career Readiness**.

Alumni and industry partners emphasized the need for stronger post-secondary transition support, which influenced actions related to 4-Year Plans, senior exhibitions, and post-Gateway follow-up.

Families, staff, and Board members raised concerns about long-term financial stability, which informed actions related to enrollment strategy, revenue diversification, donor engagement, and Board development under **Goal 5: Financial Health & Organizational Sustainability**.

Across all groups, stakeholders named belonging, wellness, and restorative practices as essential, which reinforced actions related to advisory, SEL, PBIS, and restorative approaches across multiple goals.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	All students will experience rigorous, standards-aligned, culturally responsive instruction supported by vertically aligned curriculum, common assessments, and effective student supports to close equity gaps and improve academic outcomes.	Broad Goal

State Priorities addressed by this goal.

Priority 1 — Basic Services

(credentialed teachers, instructional materials, facilities)

Priority 2 — Implementation of State Standards

(curriculum alignment, instructional coherence)

Priority 4 — Pupil Achievement

(CAASPP, AP, CCI, internal benchmarks)

Priority 7 — Course Access

(AP/honors/dual enrollment access)

Priority 8 — Pupil Outcomes

(ELA/Math outcomes, growth measures)

An explanation of why the LEA has developed this goal.

Gateway's Dashboard data shows strong performance in ELA (Green) but significant declines in Math (Orange), with notable gaps for Black/African American, White, and Students with Disabilities. Internal assessments (MAP, STAR) show inconsistent growth across grade levels, and teachers report a need for more coherence in curriculum, assessment, and instructional practices. Educational partners identified the need for stronger alignment across grades 6–12, more consistent use of data to inform instruction, and deeper culturally responsive and anti-racist teaching practices. Staff also expressed a need for more meaningful, role-specific professional development and clearer frameworks for growth.

Measuring and Reporting Results

Metric #	Metric	Baseline	2025-2026	2026-2027	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of all students meeting or exceeding ELA standards on CAASP The gap between the % of all students and % of Black students who meet or exceed the ELA standard in CAASP Also used to measure the impact of LREBG funds.	68% of all students meet or exceed ELA standards on CAASP 50% of Black Students meet or exceed ELA standards on CAASP so the baseline gap is 18%			73% of all students will meet or exceed ELA standards on CAASP 67% of Black students will meet or exceed ELA standards on CAASP target gap 8%	
1.2	% of all students meeting or exceeding Math standards on CAASP The gap between the % of all students and % of Black students who meet or exceed the ELA standard in CAASP Also used to measure the impact of LREBG funds.	22% of all students meet or exceed Math standards on CAASP 10% of Black Students meet or exceed Math standards on CAASP so the baseline gap is 12%			37% of all students will meet or exceed Math standards on CAASP 30% of Black students will meet or exceed Math standards on CAASP	
1.3	% of Core Teachers Credentialed	96% of Core Teachers Credentialed			99% of Core Teachers Credentialed	

1.4	% of staff reporting PD effective and implementing observable strategies from PD	Baseline Data to be collected in the fall			90% of staff will report PD Effective and implement strategies	
1.5	% of staff identifying as BIPOC	63%			70%	

Insert or delete rows, as necessary.

Goal Analysis for [2025-2026]

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.

Not Applicable: This is new goal for new LCAP cycle

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.

Not Applicable: This is new goal for new LCAP cycle

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

Not Applicable: This is new goal for new LCAP cycle

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.

Not Applicable: This is new goal for new LCAP cycle

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	Strengthen Instructional Coherence Through Common Planning and Vertical Alignment	Regular PD, structured common planning time, and completion of 6–12 curriculum and assessment alignment.	Goal 1 Total: $519,000	Y
1.2	Implement Data-Driven Instructional Practices	Use common assessments, student work analysis, and progress monitoring cycles to improve outcomes in ELA and math		Y
1.3	Expand Access to Rigorous Coursework and Targeted Supports	Increase access to AP, honors, dual enrollment, and intervention supports, with a focus on underrepresented students. Utilize Learning Recovery Emergency Block Grant to support this action.		Y
1.4	Support and Retain Diverse, Highly Qualified Educators	Recruitment, induction, coaching, and retention strategies that support BIPOC educators and equitable instruction		Y
1.5	Strengthen Student Support Systems (SEL, reflection, goal-setting)	Ensure students develop agency, reflection skills, and academic habits aligned to the Strategic Plan.		Y

Insert or delete rows, as necessary.

Goal 2

Goal #	Description	Type of Goal
2	Gateway will provide all students with meaningful college and career exploration, develop a personalized postsecondary plan, and graduate prepared with multiple options for their future.	Broad Goal

State Priorities addressed by this goal.

Priority 4 — Pupil Achievement

(CCI, AP/Honors, dual enrollment)

Priority 7 — Course Access

(CCR pathways, equitable access to advanced coursework)

Priority 8 — Pupil Outcomes

(CCR milestones, 4-year plans, postsecondary readiness)

An explanation of why the LEA has developed this goal.

Gateway's graduation rate remains high (96%), and A–G completion is strong, but the College & Career Indicator shows that only 71% of students are "prepared," with underrepresentation of Black/African American and Latinx students in AP, honors, and dual enrollment courses. Educational partners expressed a desire for more structured CCR experiences, earlier exposure in middle school, and clearer 4-year planning. Students reported wanting more real-world learning, internships, and opportunities to connect learning to future goals. The Strategic Plan identifies CCR as a core pillar requiring aligned experiences across both campuses.

Measuring and Reporting Results

Metric #	Metric	Baseline	2025-2026 Outcome	2026-2027 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% Students "Prepared" on CCI	92.4% all student "prepared" on CCI			98.4% all students "prepared" on CCI	
2.2	AP/Honors Enrollment and/or dual enrollment for Underrepresented Students	79.8% - all students 76.7% Latine			85% - all students 83% Latine	
2.3	% Students approaching prepared for CCR	100% all approaching 28.6% Latine			100% all approaching 35% Latine	
2.4	% of students Participation in Internships/Experiential Learning	Baseline data to be collected in the fall of 2026			25% of students participating in Internships/Experiential Learning	

Insert or delete rows, as necessary.

Goal Analysis for [2025-2026]

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.

Not Applicable: This is new goal for new LCAP cycle

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.

Not Applicable: This is new goal for new LCAP cycle

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

Not Applicable: This is new goal for new LCAP cycle

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.

Not Applicable: This is new goal for new LCAP cycle

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	Define a Comprehensive College & Career Readiness Framework (Grades 6–12)	Create a vision, scope, and sequence for CCR milestones at every grade level.	Goal 2 Total: $918,000	Y
2.2	Ensure All Students Experience College AND Career Exploration	Provide in-class and out-of-class CCR experiences, including field trips, mentorship, workshops, and work-based learning.		Y
2.3	Integrate POL and SEL as Core Readiness Skills	Link Process of Learning and SEL competencies (communication, collaboration, resilience, self-advocacy) to CCR outcomes.		Y
2.4	Strengthen Postsecondary Tracking and Partnerships	Track student outcomes and expand partnerships for internships, dual enrollment, and experiential learning.		Y
2.5	Expand Community, Career, and Leadership Opportunities	Increase access to community service, leadership, and advocacy experiences aligned to CCR goals		Y

Insert or delete rows, as necessary.

Goal 3

Goal #	Description	Type of Goal
3	Gateway will foster a safe, inclusive, and supportive school climate that strengthens belonging, reduces disproportionality, and provides targeted social-emotional and behavioral supports for students.	Broad Goal

State Priorities addressed by this goal.

Priority 3 — Parent Involvement

(AAPAC, ELAC, LPAC, family engagement systems)

Priority 5 — Pupil Engagement

(attendance, chronic absenteeism)

Priority 6 — School Climate

(suspensions, restorative practices, SEL, belonging)

Priority 1 — Basic Services

(facilities improvements tied to climate and student support spaces)

An explanation of why the LEA has developed this goal.

Dashboard data shows disproportionate suspension rates for Black/African American, Long-Term English Learners, and students of two or more races. Student surveys indicate strong relationships with staff but lower levels of belonging and connection, especially for Black/African American students and students with IEPs. Families and staff identified the need for stronger SEL supports, more consistent implementation of restorative practices, and improved access to mental health and behavioral supports. The Strategic Plan emphasizes belonging, culturally responsive practices, and family engagement as essential to academic and social-emotional success.

Measuring and Reporting Results

Metric #	Metric	Baseline	2025-2026 Outcome	2026-2027 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Suspension Rate (All Students) Suspension Rate for Black Students	2.9% -All Students 10.9% - Black Students			Less than 3% for all student groups.	
3.2	Student Belonging & Connection (Survey)	72% student report a sense of belonging			85% of students report a sense of belonging	
3.3	Attendance Rate	93%			95% overall attendance rate	
3.4	Family Survey/Feedback Participation	20%			35% of families respond to the Survey	
3.5	FAB/FAC and family event Participation	20%			35% Families participate in meetings/events	

Insert or delete rows, as necessary.

Goal Analysis for [2025-2026]

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.

Not Applicable: Please refer to the 2025-26 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2025-26 LCAP Annual Update.

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

Not Applicable: Please refer to the 2025-26 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2025-26 LCAP Annual Update.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	School Climate Systems & Restorative Practices	Expand PBIS, refine restorative practices, strengthen disciplinary coherence, and improve key student spaces for individualized learning, collaboration, and 1:1 counseling/support.	Goal 3 Total: $832,000	Y
3.2	SEL, Mental Health & Behavioral Supports	Provide SEL curriculum, mental health supports, on-site behavioral interventions, and sustain counselors, interns, and partner staff.		Y
3.3	Belonging & Culturally Responsive Practices	Implement culturally responsive strategies to increase belonging — especially for Black/African American students — and strengthen schoolwide practices that promote connection and identity safety.		Y
3.4	Family & Community Engagement	Strengthen communication systems, expand family workshops, build and sustain AAPAC/ELAC/LPAC, and increase cross-campus family events.		Y
3.5	Attendance & Engagement Systems	Strengthen attendance monitoring, early warning systems, and targeted supports for chronically absent students.		Y

Insert or delete rows, as necessary.

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [2025/2026]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$598,000	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.24%	0%	$0	10.24%

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).

In order to make significant change for our most vulnerable students, including foster youth, English learners, and low-income students (as well as BIPOC students, homeless students, and students with disabilities) and to disrupt historic patterns of achievement, these students' needs must be considered first. We strive to embed this in our practice at Gateway and it is reflected in our school-wide actions.

Goal and Action #(s)	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
Goal 1: Actions 1.1, 1.2, 1.3, 1.5	• EL and low-income students need stronger access to grade-level content • Gaps in ELA/Math performance (Dashboard) • Need for consistent instructional practices and progress monitoring	Actions strengthen instructional coherence, provide targeted intervention, expand access to rigorous coursework, and support academic habits. These are provided schoolwide because unduplicated students are enrolled across all classrooms and benefit from consistent instructional systems.	• CAASPP ELA/Math • MAP/STAR growth • Internal benchmarks • AP/Honors enrollment for underrepresented groups

Goal 2: Actions 2.1, 2.2, 2.3, 2.5	• EL and low-income students have lower access to CCR experiences • Need for structured CCR milestones • Need for earlier exposure in middle school	Actions create a unified CCR framework, expand experiential learning, and integrate SEL/POL skills that support EL and low-income students. Provided schoolwide because CCR readiness must be accessible to all students and is most effective when implemented systemwide.	• CCI "Prepared" • CCR milestone completion • 4-year plan completion • Internship/experiential learning participation
Goal 3: Action 3.1	• Disproportionate suspensions for Black/African American, EL, and low-income students • Need for consistent restorative practices	PBIS and restorative practices reduce disproportionality and improve climate for unduplicated students. Provided schoolwide because discipline systems must be consistent across all settings.	• Suspension rate (all + subgroups) • Student climate survey
Goal 3: Action 3.2	• Increased mental health and behavioral needs for foster youth, ELs, and low-income students • Need for SEL and counseling supports	SEL curriculum, counseling, and behavioral supports directly address trauma, stress, and behavioral needs. Provided schoolwide because unduplicated students are distributed across all grades and classrooms.	• SEL survey indicators • Counseling utilization • Behavioral incident data
Goal 3: Action 3.3	• Lower belonging and connection for Black/African American students, ELs, and low-income students • Need for culturally responsive practices	Culturally responsive strategies and belonging initiatives increase identity safety and connection. Provided schoolwide because belonging is foundational to academic success for all students.	• Belonging survey • Suspension disproportionality • Participation in affinity-based supports
Goal 3: Action 3.4	• Families of EL and low-income students need stronger communication and engagement • Need for multilingual outreach and affinity groups	AAPAC, ELAC, LPAC, and multilingual communication systems support families of unduplicated students. Provided schoolwide because these families are represented across all grades.	• Family engagement participation • AAPAC/ELAC/LPAC attendance
Goal 3: Action 3.5	• Higher chronic absenteeism among foster youth, ELs, and low-income students • Need for early warning and targeted supports	Attendance monitoring, case management, and outreach reduce chronic absenteeism. Provided schoolwide because attendance systems must be universal to be effective.	• Attendance rate • Chronic absenteeism rate • Early warning system data

Insert or delete rows, as necessary.

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.

Not applicable. All actions in the plan are LEA-wide and Schoolwide Actions.

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

Insert or delete rows, as necessary.

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.

NA

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.

NA

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	1:15	NA
Staff-to-student ratio of certificated staff providing direct	1:15	NA

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, July 2023

2026-2027 Total Planned Expenditures Table

LCAP Year 2026-2027	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 %)
2026-2027	$ 5,843,000	$ 598,000	10.234%	0.000%	10.234%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,125,000	$ -	$ 56,000	$ 88,000	$ 2,269,000.00	$ 2,140,000	$ 129,000

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	ALL	All students will experience rigorous, standards-aligned, culturally responsive instruction supported by vertically aligned curriculum, common assessments, and effective student supports to close equity gaps and improve academic outcomes.	ALL	Yes	LEA-wide	All	Gateway High School	2024-2025	$ 491,000	$ 28,000	$ 463,000	$ -	$ 56,000	$ -	$ 519,000	0.000%
2	ALL	Gateway will provide all students with meaningful college and career exploration, develop a personalized postsecondary plan, and graduate prepared with multiple options for their future.	ALL	Yes	LEA-wide	All	Gateway High School	2024-2025	$ 853,000	$ 65,000	$ 830,000	$ -	$ -	$ 88,000	$ 918,000	0.000%
3	ALL	Gateway will foster a safe, inclusive, and supportive school climate that strengthens belonging, reduces disproportionality, and provides targeted social-emotional and behavorial supports for students.	ALL	Yes	LEA-wide	All	Gateway High School	2024-2025	$ 796,000	$ 36,000	$ 832,000	$ -	$ -	$ -	$ 832,000	0.000%

2026-2027 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
$ 5,843,000	$ 598,000	10.234%	0.000%	10.234%	$ 2,269,000	0.000%	38.833%	**Total:**	$ 2,269,000
								LEA-wide Total:	$ 2,269,000
								Limited Total:	$ -
								Schoolwide Total:	$ -

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	ALL	All students will experience rigorous, standards-aligned, culturally responsive instruction supported by vertically aligned curriculum, common assessments, and effective student supports to close equity gaps and improve academic outcomes.	Yes	LEA-wide	All	Gateway High School	$ 519,000	0.000%
2	ALL	Gateway will provide all students with meaningful college and career exploration, develop a personalized postsecondary plan, and graduate prepared with multiple options for their future.	Yes	LEA-wide	All	Gateway High School	$ 918,000	0.000%
3	ALL	Gateway will foster a safe, inclusive, and supportive school climate that strengthens belonging, reduces disproportionality, and provides targeted social-emotional and behavorial supports for students.	Yes	LEA-wide	All	Gateway High School	$ 832,000	0.000%

2026-2027 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 2,275,000.00	$ 2,203,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	All	Gateway will recruit, support and retain a highly qualified teaching staff that reflects our student population, is focused on equitable outcomes for all students, creates warm and inclusive learning environments, and is committed to ongoing professional growth.	Yes	$ 198,000	$ 150,000
2	All	Gateway will provide a physically and emotionally safe school/classroom environment by climate implementing targeted behavioral and social-emotional supports and optimizing our facility to better align with educational objectives and prioritize student health and well-being.	Yes	$ 159,000	$ 145,000
3	All	Gateway will establish a comprehensive system of support to deliver standards-aligned, culturally relevant instruction, research-based strategies, and necessary interventions, ensuring academic excellence and equitable outcomes for all students.	Yes	$ 370,000	$ 418,000
4	All	Gateway will proactively analyze various student data sources to identify struggling students early in their academic journey. Through effective assessment, instruction, and targeted interventions, Gateway will ensure high levels of literacy and mathematics skills for all students. Additionally, Gateway will regularly address patterns and gaps among individual students and student groups to promote equitable outcomes.	Yes	$ 939,000	$ 950,000
5	All	Gateway will actively promote student and family engagement and amplify their voice within our school community. Additionally, Gateway will foster regular and productive attendance patterns for all students, emphasizing the connection between school engagement and future success.	Yes	$ 609,000	$ 540,000

2026-2027 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 587,000	$ 2,275,000	$ 2,203,000	$ 72,000	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	All	Gateway will recruit, support and retain a highly qualified teaching staff that reflects our student population, is focused on equitable outcomes for all students, creates warm and inclusive learning environments, and is committed to ongoing professional growth.	Yes	$ 198,000	$ 150,000.00	0.000%	0.000%
2	All	Gateway will provide a physically and emotionally safe school/classroom environment by climate implementing targeted behavioral and social-emotional supports and optimizing our facility to better align with educational objectives and prioritize student health and well-being.	Yes	$ 159,000	$ 145,000.00	0.000%	0.000%
3	All	Gateway will establish a comprehensive system of support to deliver standards-aligned, culturally relevant instruction, research-based strategies, and necessary interventions, ensuring academic excellence and equitable outcomes for all students.	Yes	$ 370,000	$ 418,000.00	0.000%	0.000%
4	All	Gateway will proactively analyze various student data sources to identify struggling students early in their academic journey. Through effective assessment, instruction, and targeted interventions, Gateway will ensure high levels of literacy and mathematics skills for all students. Additionally, Gateway will regularly address patterns and gaps among individual students and student groups to promote equitable outcomes.	Yes	$ 939,000	$ 950,000.00	0.000%	0.000%
5	All	Gateway will actively promote student and family engagement and amplify their voice within our school community. Additionally, Gateway will foster regular and productive attendance patterns for all students, emphasizing the connection between school engagement and future success.	Yes	$ 609,000	$ 540,000.00	0.000%	0.000%

2026-2027 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)
$ 5,843,000	$ 598,000	0.000%	10.234%	$ 2,203,000	0.000%	37.703%	$0.00 - No Carryover	0.00% - No Carryover

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

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.
    - *o* 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.
    - *o* 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.
    - o 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.
    - o 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.
    - o 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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