LCFF Budget Overview for Parents

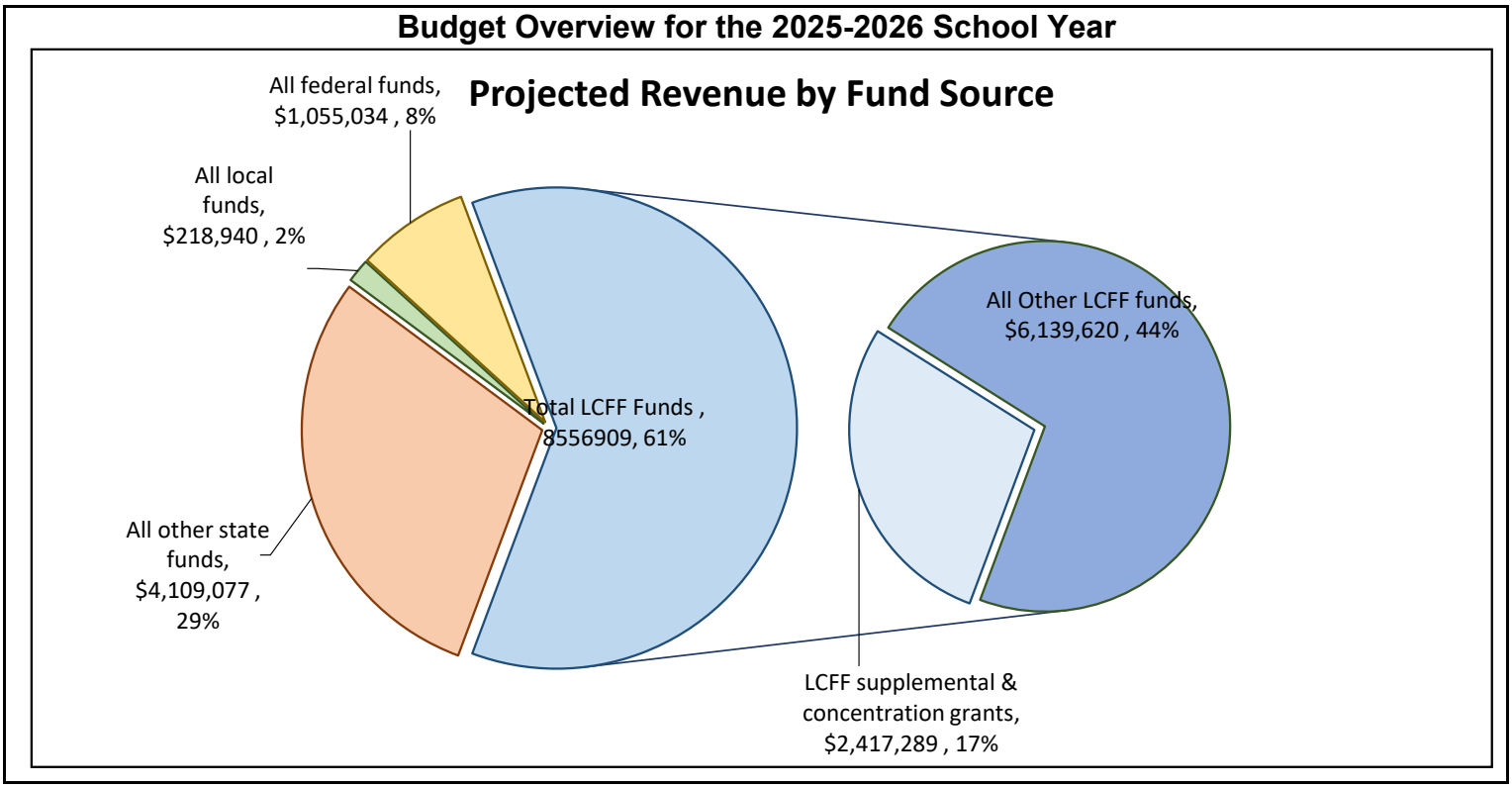
Local Educational Agency (LEA) Name: Scholarship Prep - Orange County

CDS Code: 30 10306 0134288

School Year: 2025-2026

LEA contact information: Andrew Crowe, acrowe@scholarshipschools.org/714-795-3729

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).

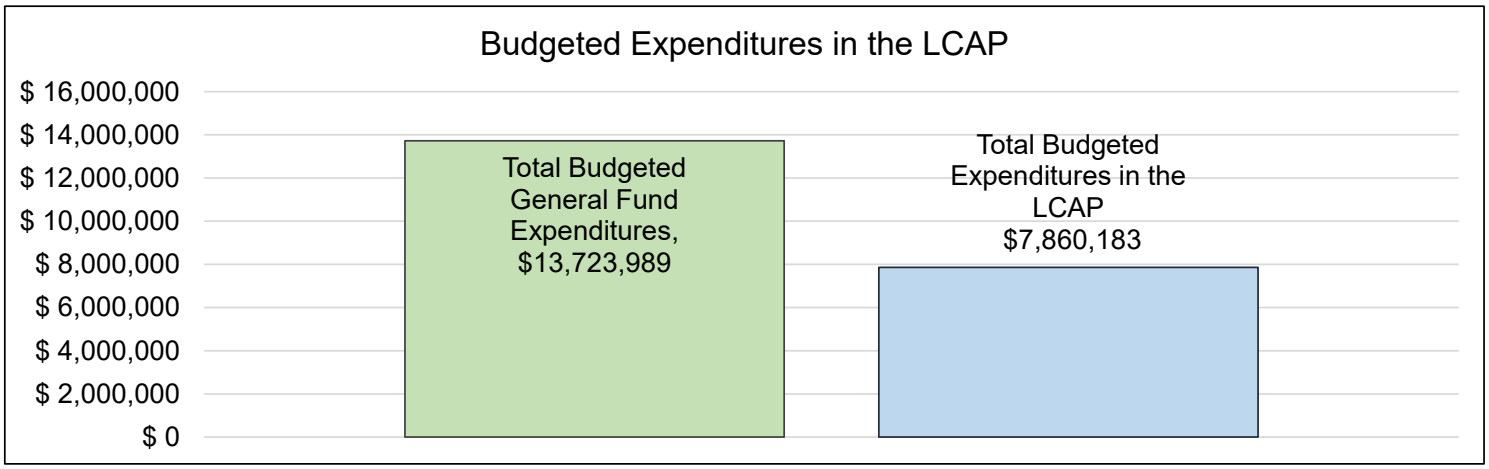


This chart shows the total general purpose revenue Scholarship Prep - Orange County expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Scholarship Prep - Orange County is $13,939,960.00, of which $8,556,909.00 is Local Control Funding Formula (LCFF), $4,109,077.00 is other state funds, $218,940.00 is local funds, and $1,055,034.00 is federal funds. Of the $8,556,909.00 in LCFF Funds, $2,417,289.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Scholarship Prep - Orange County plans to spend for 2025-2026. 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: Scholarship Prep - Orange County plans to spend $13,723,989.00 for the 2025-2026 school year. Of that amount, $7,860,183.00 is tied to actions/services in the LCAP and $5,863,806.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

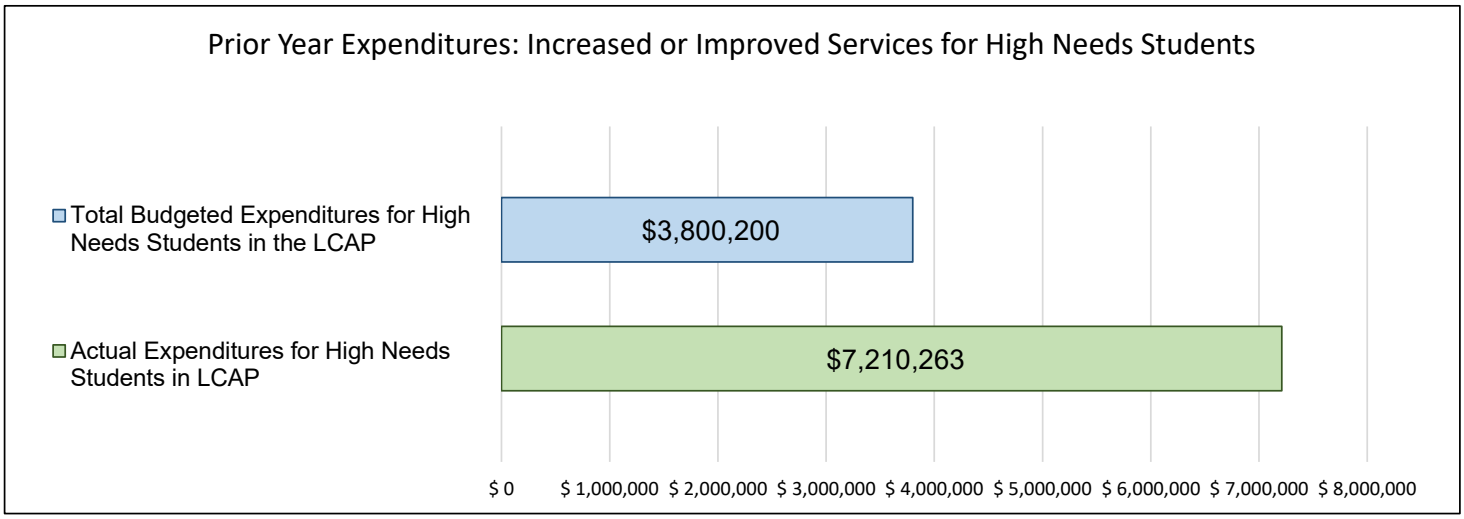
Major General Fund Budget Expenditures not included in the LCAP are rent, office expenses, insurance, utilities, janitorial services, and equipment leasing.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-2026 School Year

In 2025-2026, Scholarship Prep - Orange County is projecting it will receive $2,417,289.00 based on the enrollment of foster youth, English learner, and low-income students. Scholarship Prep - Orange County must describe how it intends to increase or improve services for high needs students in the LCAP. Scholarship Prep - Orange County plans to spend $6,324,188.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-2025



This chart compares what Scholarship Prep - Orange County budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Scholarship Prep - Orange County estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-2025, Scholarship Prep - Orange County's LCAP budgeted $3,800,200.00 for planned actions to increase or improve services for high needs students. Scholarship Prep - Orange County actually spent $7,210,263.00 for actions to increase or improve services for high needs students in 2024-2025.

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
Scholarship Prep Orange County	Andrew Crowe, Deputy Director	santaana@scholarshipschools.org / 714-881-7235

Plan Summary [2025-26]

General Information

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

Scholarship Prep Orange County (SP-OC) is a direct-funded independent charter school, established in 2015 in Santa Ana, the county seat of Orange County. The Orange County Board of Education (OCDE) approved the school's charter petition in January 2016, and Grades TK through 8 began in the fall of 2016. In 2021, SP-OC was granted a 7 year renewal. SP-OC is committed to creating community change by operating university-inspired, trauma-informed public schools for all students, especially those experiencing homelessness or those in the foster care system.

The name of the school refers to providing scholarship pathways for students through rigorous academics and intensive athletics and arts. Scholarship Prep is committed to closing the achievement gap for all students, specifically homeless and foster youth and those underserved, and seeks to establish a sustainable education program where scholarship is standard, equity is essential, and partnerships are power, with the primary goal that every student will one day be eligible for a college scholarship to earn a degree, and set them up for success in giving back to his or her community. Scholarship Prep has grown since its opening, now serving approximately 598 Scholars in grades TK-8.

The current enrollment is broken down below:

- TK: 24
- Kindergarten: 46
- First Grade: 67
- Second Grade: 65
- Third Grade: 71
- Fourth Grade: 54
- Fifth Grade: 59
- Sixth Grade: 69

- Seventh Grade: 63
- Eighth Grade: 80

Scholarship Prep's significant student subgroups consist of 92% Socioeconomically Disadvantaged, 44% English Learners, 14% Special Education, and 25% Homeless Youth. The predominant student race/ethnicity subgroup at Scholarship Prep is Hispanic (98%). All students, including specific subgroups, are the target of Scholarship Preps' school-wide learning goals for the Local Control Accountability Plan.

Reflections: Annual Performance

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

As we reflect on our annual performance using the California School Dashboard and local data, we recognize both our achievements and areas for growth at Scholarship Prep – South Bay. Over the past year, our data reveal areas of meaningful progress as well as critical needs requiring targeted intervention.

- We are encouraged by our improvement in chronic absenteeism. Our overall rate decreased by 4.2%, bringing us to 23.9% and earning a Yellow performance level. Improvements were noted across several student groups: Students with Disabilities decreased by 7.1%, English Learners by 6%, Hispanic students by 5.1%, Homeless students by 5.8%, and Socioeconomically Disadvantaged students by 3.2%. These reductions reflect the impact of intentional engagement strategies and attendance supports implemented over the past year. However, chronic absenteeism remains a critical concern for certain groups, most notably our Long-Term English Learners, who increased by 6.5% to a 35.7% chronic absenteeism rate, earning a Red performance level.
- We saw increased levels of in our percentage of students meeting or exceeding their growth goals in both iReady reading and Math, for all grade levels. In Reading, Kindergarten students grew from 48% in the prior year to 64%, first graders from 55% to 60%, and Second graders from 49% to 60%. Similarly with Math, we saw a significant jump in our Second grade outcomes with 62% meeting and exceeding growth goals, compared to 38% in the prior year. Our Kindergarten students maintained at 58%, with our First graders improving 4% from 58% to 62%.

We are very encouraged by the significant growth we've seen over the past year, as shown by our performance on the CA School Dashboard, however, we acknowledge the many challenges we still face and the current areas for growth.

- In English Language Arts (ELA), our overall performance declined slightly, with the "All Students" group decreasing by 3.3 points to 37.9 points below standard, maintaining an Orange performance level. Our English Learners declined by 8.3 points to 70.7 points below standard (Red), Long-Term English Learners declined by 8.9 points to 94.1 points below standard (Red), and Students with Disabilities declined by 17.1 points to 125.7 points below standard (Red). Our Hispanic students declined by 4.2 points to 40.3 points below standard (Orange), while Socioeconomically Disadvantaged students declined by 3.9 points to 39.3 points below standard (Orange) and Homeless students declined 3.4 points to 53.9 points below (Orange) These results reinforce the need for differentiated supports, especially for our student groups performing at the Red performance level.
- In Mathematics, our "All Students" group declined by 3.3 points to 58.4 points below standard, maintaining an Orange performance level. Long-Term English Learners fell 10.4 points to 146.4 points below standard (Red), and Students with Disabilities declined by 13.2 points to 124.9 points below standard (Red). English Learners declined by 5.5 points to 88.5 points below standard (Orange), while Hispanic students dropped 5 points to 60.5 points below standard (Orange), Socioeconomically Disadvantaged students declined by 5.3 points to

62.2 points below standard (Orange), and Homeless students maintained 1.1 points to 62 pts below standard (Orange). These outcomes highlight urgent gaps in foundational math skills for high-need subgroups.
- The English Learner Progress Indicator declined by 10.7%, with only 34.6% of English Learners making progress toward English proficiency, placing this indicator in the Red performance level. Long-Term English Learners also declined, with just 48.7% making progress (Orange), a drop of 8.7% from the previous year.

To address the persistent performance challenges in ELA and Mathematics for student groups that received a Red rating on the California School Dashboard—specifically Students with Disabilities (who have been identified for Targeted Support and Improvement), English Learners, and Long-Term English Learner students—Scholarship Prep is implementing a multi-pronged strategy grounded in high-impact instructional support and data-informed intervention. Through Action 2.1, all teachers receive individualized coaching focused on meeting the diverse academic needs of our most vulnerable student populations. Additionally, under Actions 2.3 and 2.4, we are investing in the development and implementation of data analysis tools and protocols that allow educators to regularly assess and respond to student progress with precision. These systems help ensure instruction is tailored and responsive to student needs. Finally, targeted academic interventions and after-school tutoring (Action 4) provide students—particularly our significant student groups—with additional, focused learning opportunities beyond the school day. Together, these strategies aim to close achievement gaps and accelerate math performance for our highest-need student groups.

Reflections: Technical Assistance

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

Orange County was identified as needing Targeted Support and Improvement for our Students with Disabilities. Our team has already started the work to resolve this issue. Our approach has been multifaceted and intentional. We hired an additional Education Specialist to reduce the caseloads and provide more individualized student support. We also added two additional special education aides to more effectively provide individual and small group instructional support. We hired a former school Principal to support as a Principal on Assignment to assist students performing below grade level, including those with disabilities. Our special education leaders attended external conferences to learn best practices and we will be sending all Education Specialists and special education aides to targeted training provided by the Orange County Department of Education in the 2025-26 school year.

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Input provided through surveys (one in fall, one in spring), focus groups, and feedback sessions held during professional development time during the spring semester.
Principal/Administrators	Input provided through feedback sessions with organization leaders throughout the year, with an emphasis in the second semester.
Other School Personnel	Input provided through surveys, focus groups, and feedback sessions with site administrators.
Family Stakeholder Feedback	Input was provided through surveys (one in fall, one in spring), focus groups, and feedback sessions held in the spring semester. Opportunities to provide feedback were offered at PEP Squad meetings, ELAC meetings, and Coffee with the Principal sessions.
Students	Input was provided through surveys (one in the fall, one in the spring), focus groups, and feedback sessions during the spring semester.
Community/Partnerships	Community partners provide input through feedback sessions with site admin and organization leaders throughout the year. The community at large had the opportunity to provide input during the public hearing at Scholarship Prep's May board meeting.

Insert or delete rows, as necessary.

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

The development and adoption of the Scholarship Prep LCAP were directly shaped by the ongoing and thoughtful input of our educational partners, including students, families, teachers, school leaders, and classified staff. Stakeholder feedback was collected through surveys, meetings, and advisory groups, and it played a key role in refining the goals, actions, and resource allocations across the plan.

For Goal 1, partners expressed strong satisfaction with the curricular and instructional materials currently in use, noting the effectiveness of SP's inclusive approach to curriculum adoption, which incorporates teacher voice and student data. In alignment with this feedback, the adopted LCAP maintains our commitment to teacher autonomy and professional judgment in instructional planning, while also ensuring continued access to rigorous, standards-aligned core and supplemental materials. Stakeholders also emphasized the importance of safe, well-maintained facilities. While recent upgrades were positively received, families and staff highlighted the need for ongoing improvements. As a result, the LCAP includes continued investments in renovating play spaces and purchasing equipment to support a welcoming and engaging physical environment. Additionally, families and students praised the quality of our teachers. In response, we are further refining leadership development opportunities, offering greater voice and choice in professional development, and continuing to prioritize strategies that support teacher retention.

Under Goal 2, stakeholder groups unanimously highlighted the need for targeted interventions for students performing below grade level, alongside appropriate differentiation for students exceeding grade-level expectations. As a result, the adopted LCAP continues to prioritize the expansion of staff training on effective instructional practices and individualized support. This commitment ensures that all students receive the instruction they need to grow academically.

Feedback under Goal 3 reflected strong approval of the school's SEL efforts, particularly the morning meeting model and the increased focus on student mental health. Teachers and administrators expressed a desire for additional training in trauma-informed practices to better support students. In response, the LCAP includes expanded offerings of professional development on trauma-informed care and increased collaboration with external partners specializing in student wellness. Stakeholders also requested clearer communication around behavior and discipline systems. In alignment with this input, we are implementing classified staff training to support consistent schoolwide discipline practices and are improving clarity and transparency around the office referral process. Families also emphasized the importance of clear, ongoing communication. As such, the LCAP continues support for a unified communication platform to ensure families remain informed and engaged in their child's education.

Goals and Actions

Goal

Goal #	Description	Type of Goal
[Goal #1]	Goal 1- Access for All: Scholarship Prep teachers are appropriately assigned and fully credentialed. Every pupil at Scholarship Prep has sufficient access to standards-aligned instructional materials. Scholarship Prep facilities are maintained in good repair.	Broad

State Priorities addressed by this goal.

State Priority: 1,2,7

An explanation of why the LEA has developed this goal.

Purpose

To ensure that all students are successful academically, and close the opportunity gap, they must have teachers who are appropriately assigned and fully credentialed, sufficient access to standards-aligned instructional materials, and facilities are safe, maintained, and in good repair.

Related Metrics and Expected Outcomes

To monitor progress and evaluate success in this goal, we aim to:

-Maintain the percentage of teachers fully credentialed

-Maintain the percentage of students with access to curricular resources

-Maintain the percentage of students with access to technology devices

-Maintain or upgrade the school facilities rating on FIT tool

-Increase the percentage of Designated ELD walkthroughs with evidence of implementation of ELD standards and ELD curriculum

Actions and Expenditures

To ensure equitable access for all students,

Scholarship Prep will:

-Hire and retain highly qualified staff

-Provide standards-aligned core instructional materials to all students

-Maintain and upgrade facilities to support the school’s educational philosophy and provide equal access for all students

-Provide personnel to provide tech support the implementation of the academic program

-Provide Chromebooks to all students

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Maintain the percentage of teachers fully credentialed	100%	100%		100%	No Difference
1.2	Maintain the percentage of students with access to curricular resources	100%	100%		100%	No Difference
1.3	Maintain the percentage of students with access to technology devices	100%	100%		100%	No Difference
1.4	Maintain or upgrade the school facilities rating on FIT tool	Good	Good		Good	No Difference
1.5	Increase the percentage of Designated ELD walkthroughs with evidence of implementation of ELD standards and ELD curriculum	100%	100%		100%	No Difference

Insert or delete rows, as necessary.

Goal Analysis for [2024-2025]

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

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

All actions under Goal 1 were implemented as planned and without any substantive differences from the original LCAP. Scholarship Prep successfully hired and retained appropriately assigned and fully credentialed teachers across all school sites. Each pupil had sufficient access to standards-aligned core instructional materials, ensuring equitable academic opportunities and alignment with California content standards.

Facilities at all campuses were maintained in good repair throughout the year, with upgrades aligned to both educational needs and stakeholder input. Continued improvements to play spaces and physical environments contributed positively to student and family perceptions of school climate and safety.

Technology access remained a core focus. Every student received a Chromebook to support instruction both in and out of the classroom. In addition, dedicated technology personnel were available at each site to provide real-time tech support, ensuring smooth implementation of digital tools that are central to Scholarship Prep's instructional program.

Support for Students with Disabilities was also implemented as outlined in the plan. This included added personnel, instructional coaching, and differentiated professional development to ensure compliance with student IEPs and to support growth in achievement for this targeted student group. These supports were guided by formative assessments and a commitment to stakeholder engagement, particularly for families of students receiving special education services.

Overall, implementation of Goal 1 was successful and consistent with the LCAP as adopted. Feedback from stakeholders and internal monitoring indicate strong alignment between planned and actual actions, and the work in this area continues to serve as a foundational component of ensuring access and equity for all students.

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.

No material differences between budgeted expenditures and estimated actuals.

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

The actions implemented under Goal 1 have been effective in making progress toward ensuring equitable access to high-quality instruction and learning environments for all students. As evidenced by our year 1 metric outcomes, Scholarship Prep has met all identified targets. We maintained 100% of teachers as fully credentialed and appropriately assigned, reflecting the success of our recruitment and retention

strategies (Action 1). 100% of students had access to standards-aligned core instructional materials (Action 2) and technology devices (Action 5), supporting both in-person and digital learning environments.

Our facilities continued to be rated “GOOD” on the FIT tool, consistent with Action 3, which focuses on maintaining and upgrading safe, welcoming learning spaces. Additionally, our investment in ELD-specific supports, including walkthroughs and coaching aligned to designated ELD instruction, resulted in 100% of observations demonstrating implementation of ELD standards and curriculum. The presence of site-based tech support personnel (Action 4) also ensured that technology integration remained smooth and consistent across classrooms.

Collectively, these outcomes confirm the effectiveness of our strategies under Goal 1 in providing the foundational resources and conditions necessary to support academic success for all students.

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

Based on reflections from Year 1 implementation, no changes will be made to the planned goal, metrics, target outcomes, or actions for Year 2 of our three-year LCAP cycle. The actions under Goal 1 have proven effective, as demonstrated by strong Year 1 outcomes—meeting or exceeding all identified metric targets, including 100% of students having access to fully credentialed teachers, curricular resources, technology devices, and designated ELD instruction. These results affirm that the current strategies are effectively supporting equitable access to high-quality learning environments, and continued implementation will allow us to sustain and build on this progress moving forward.

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
Action #1	Hire and retain highly qualified staff	Scholarship Prep teachers are appropriately assigned and fully credentialed. Every pupil at Scholarship Prep has sufficient access to standards-aligned instructional materials. Scholarship Prep facilities are maintained in good repair. Priority Areas: 1. Basic Services 2. CCSS Implementation 7. Course Access	$2,758,390	Y
Action #2	Provide standards-aligned core instructional materials to all students	To ensure that all students are successful academically and close the opportunity gap, they must have teachers who are appropriately assigned and fully credentialed, sufficient access to standards-aligned instructional materials, and facilities are safe, maintained, and in good repair.	$140,000	Y
Action #3	Maintain and upgrade facilities to support the school's educational philosophy and provide equal access for all students	To ensure that all students are successful academically and close the opportunity gap, they must have teachers who are appropriately assigned and fully credentialed, sufficient access to standards-aligned instructional materials, and facilities are safe, maintained, and in good repair.	$107,800	Y
Action #4	Provide personnel to provide tech support the implementation of the academic program.	To ensure that all students are successful academically and close the opportunity gap, they must have teachers who are appropriately assigned and fully credentialed, sufficient access to standards-aligned instructional materials, and facilities are safe, maintained, and in good repair.	$57,101	Y
Action #5	Provide Chromebooks to all students	To ensure that all students are successful academically and close the opportunity gap, they must have teachers who are appropriately assigned and fully credentialed, sufficient access to standards-aligned instructional materials, and facilities are safe, maintained, and in good repair.	$15,000	Y
Action #6	Special Education Added Support	Addressing the deficit in growth for Students with Disabilities requires targeted, evidence-based interventions and a structured approach to implementation and monitoring of Evidence-Based Interventions. Supporting with Coaching, tutoring, Focused Professional Development, Engaging all Stakeholders, Using Formative Assessment.	$391,728	Y

Goal #	Description	Type of Goal
[Goal #2]	Success for All: Scholarship Prep students, including all significant subgroups, shall achieve at least equal to the academic performance of the comparison public schools as measured by progress on CAASPP, ELPAC, and other state-mandated assessments.	Broad

State Priorities addressed by this goal.

State Priorities: 4,8

An explanation of why the LEA has developed this goal.

Purpose

To ensure that all students are successful and close the opportunity gap, they must achieve at high levels and outperform comparison schools on state assessments.

Related Metrics and Expected Outcomes
To monitor progress and evaluate success in this goal, we aim to:
-Increase CAASPP ELA distance from 3
-Increase CAASPP math distance from 3
-Increase CASTpercent of students suggesting considerable understanding
-Increase percent of K-2 students meeting or exceeding their growth goals in iReady reading
-Increase percent of K-2 students meeting or exceeding their growth goals in iReady math
-Increase percent of EL students making at least one step of progress toward EL proficiency on ELPAC
-Increase percent of EL students who reclassify
-Increase percent of teachers scoring 3.0 of higher on evaluation rubric

Actions and Expenditures
To ensure success for all students, Scholarship Prep will:

-Provide individualized coaching to all teachers
-Provide electives instructors to provide arts and athletics instruction for all students
-Utilize effective data tools and protocols to support teachers in analyzing student data
-Provide instructional aides to support with intervention and additional after school tutoring
-Develop and implement Extended School Year (ESY) and Summer Bridge opportunities for students

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Increase CAASPP ELA distance from 3	CAASPP 22-23: All- 34.6 pts below FRL- 35.5 pts below EL- 62.4 pts below RFEP- 25.6 pts above SpEd- 108.6 pts below MV- 50.5 pts below Hisp- 36.1 pts below	CAASPP 23-24: All: 37.9 pts below FRL: 39.3 pts below EL: 70.7 pts below LTEL: 94.1 pts below RFEP: 11 pts below SpEd: 125.7 pts below MV: 53.9 pts below Hisp: 40.3 pts below		All- 10.0 pts above FRL- 10.0 pts above EL- 10.0 pts above RFEP- 30.0 pts above SpEd- At standard MV- 10.0 pts above Hisp- 10.0 pts above	All: −3.3 pts FRL: −3.8 pts EL: −8.3 pts SpEd: −17.1 pts MV: −3.4 pts Hisp: −4.2 pts
2	Increase CAASPP Math distance from 3	CAASPP 22-23: All- 55.1 pts below FRL- 56.9 pts below EL- 83 pts below RFEP- 1.9 pts below SpEd: 111.8 pts below MV- 63.2 pts below Hisp- 55.5 pts below	CAASPP 23-24: All: 58.4 pts below FRL: 62.2 pts below EL: 88.5 pts below LTEL: 146.4 pts below RFEP: 36.1 pts below SpEd: 124.9 pts below MV: 62 pts below Hisp: 60.5 pts below		All- 15.0 pts above FRL- 15.0 pts above EL- 15.0 pts above RFEP- 40.0 pts above SpEd- At standard MV- 15.0 pts above Hisp- 15.0 pts above	All: −3.3 pts FRL: −5.3 pts EL: −5.5 pts SpEd: −13.1 pts MV: +1.2 pts Hisp: −5 pts

3	-Increase CAST percent of students suggesting considerable understanding	CAST 22-23: All- 9.26% FRL- 9.61% EL- 0% RFEP- 12.90% SpEd- 11.76% MV- 9.68% Hisp- 9.52%	CAST 23-24: All: 16.39% FRL: 15.38% EL: 0% RFEP: 13.51% SpEd: 0% MV: 5.88% Hisp: 15.97%		All- 50% FRL- 50% EL- 50% RFEP- 50% SpEd- 50% MV- 50% Hisp- 50%	All: +7.13% FRL: +5.77% EL: 0% RFEP: +0.61% SpEd: −11.76% MV: −3.8% Hisp: +6.45%
4	-Increase percent of K-2 students meeting or exceeding their growth goals in iReady reading	22-23 ELA- 50% K- 48% 1- 55% 2- 49%	ELA - 61% K - 64% 1 - 60% 2 - 60%		ELA- 60% K- 60% 1- 60% 2- 60%	K: +16% 1: +5% 2: +11%
5	-Increase percent of K-2 students meeting or exceeding their growth goals in iReady math	22-23 Math- 53% K- 58% 1- 58% 2- 38%	Math - 59% K - 58% 1 - 62% 2 - 62%		Math- 60% K- 60% 1- 60% 2- 60%	K: NA 1: +4% 2: +24%
6	Increase the percentage of EL student making progress towards English Language Proficiency based on ELPI growth.	2023 CA Dashboard: 45.3%	2024 CA School Dashboard: 34.6%		35%	-10.7%
7	-Increase percent of EL students who reclassify	16.32%	SY 23-24: 7.87%		35%	-8.45%
8	Percentage of teachers scoring 3.0 or higher on the evaluation rubric	92%	92%		95%	No difference

Insert or delete rows, as necessary.

Goal Analysis for [2024-2025]

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

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

All actions outlined under Goal 2 were implemented as planned, with no substantive differences between what was proposed in the LCAP and what was carried out during Year 1. Implementation efforts were aligned with our mission to ensure that all Scholarship Prep students, including significant subgroups, receive the academic support necessary to meet or exceed the performance of comparison public schools on state assessments.

Individualized teacher coaching (Action 1) was delivered consistently across sites to support instructional growth and differentiation, with a specific focus on meeting the needs of targeted student groups. Elective instructors (Action 2) were hired and trained to offer robust arts and athletics programming, supporting student engagement and broadening access to a well-rounded education. Data analysis tools and protocols (Action 3) were deployed and used by staff to drive data-informed instruction, which supported real-time academic adjustments and groupings in classrooms.

High-quality intervention and after-school tutoring (Action 4), along with Extended School Year and Summer Bridge programs (Action 5), were implemented to provide additional academic support for students exhibiting learning gaps. These efforts were particularly critical in supporting learning recovery and acceleration. Substitute staffing (Action 6) helped ensure continuity of instruction and intervention when teachers were absent, and special education-specific supports and professional development (Action 7) were delivered to directly address the academic performance gap for Students with Disabilities.

All students were provided access to educational software (Action 8) to support core and intervention instruction both in school and at home. Additionally, support staff for tutoring and intervention (Action 9) were hired and trained to expand capacity and extend the reach of our instructional support systems.

Overall, implementation of Goal 2 was successful, with all planned supports in place and no major barriers or deviations encountered. The alignment between our planned actions and actual practice contributed to improved student outcomes and created a solid foundation for continued academic growth across all subgroups.

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.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The actions implemented under Goal 2 have laid the groundwork for academic improvement, and while performance data indicate areas for continued growth, they also provide important insights that will guide our next steps. As this is the first year of our current LCAP cycle, we view the outcomes as valuable learning opportunities to refine and strengthen our efforts in Year 2.

In English Language Arts (ELA), the “All Students” group declined slightly by 3.3 points, bringing the average distance from standard to 37.9 points below, maintaining an Orange performance level. Though not the direction we hoped for, this decline was modest, and we are encouraged that some groups maintained or saw slower rates of decline than in previous years. Actions such as individualized coaching (Action 1) and data analysis protocols (Action 3) supported teachers in adjusting instruction based on student needs, while intervention and tutoring (Action 4) ensured targeted supports were available to high-need learners. As we enter Year 2, we plan to deepen the alignment between these supports and specific subgroup needs, especially for Students with Disabilities (who declined by 17.1 points to 125.7 below standard, Red), English Learners (down 8.3 points to 70.7 below, Red), and Long-Term English Learners (down 8.9 points to 94.1 below, Red). Our iReady reading data showed promising growth for our students meeting or exceeding their growth goals. Compared to 22-23, students in Kindergarten increased by14 percentage points (64%), First grade students increased 5 percentage points (60%), and Second grade students increased by 11 percentage points (60%).

Mathematics followed a similar trend. The “All Students” group declined by 3.3 points, landing at 58.4 points below standard and maintaining an Orange performance level. Subgroups such as English Learners (declined 5.5 points, Orange), Students with Disabilities (declined 13.2 points, Red), and Long-Term English Learners (declined 10.4 points, Red) continue to show significant need for more specialized and sustained instructional support. These results highlight the urgency of further strengthening Action 7 (SPED Support and Training) and expanding Action 5 (Extended Learning Opportunities) to provide more consistent, intensive academic interventions. While we saw small declines in our SBAC DFS, our iReady math outcomes saw growth in our students meeting or exceeding their growth goals. Compared to 22-23, students in Kindergarten remained flat at 58%, First grade students increased 4 percentage points (62%), and Second grade students increased significantly by 24 percentage points (62%).

We are particularly encouraged by our improvement in science, where CAST performance increased from 9.26% meeting standard in 2022–23 to 16.39% in 2023–24. This 7-point increase reflects the impact of integrated curriculum efforts and increased access to educational software (Action 8), as well as the value of extended learning time (Action 5) that included science enrichment. Subgroups such as Socioeconomically Disadvantaged students and Hispanic students showed progress in this area, reinforcing the effectiveness of our cross-curricular academic supports.

The English Learner Progress Indicator (ELPI) declined by 10.7%, with only 34.6% of English Learners making progress toward English proficiency, resulting in a Red performance level. This is an area we will continue to monitor closely. As part of our reflection, we acknowledge the need to better integrate ELD instruction into core academic supports and plan to expand teacher training and coaching specific to designated and integrated ELD as we move forward.

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

Based on our reflections from Year 1 implementation and the analysis of student outcome data, only one change will be made to the actions under Goal 2 for the 2025–26 school year. While the goal itself, associated metrics, and target outcomes will remain unchanged, we are relocating the Math Dean action—originally housed under Goal 3—into Goal 2. This adjustment reflects our ongoing effort to strengthen alignment between all academic-focused strategies and supports within a single goal. By consolidating all instructional and intervention-based actions under Goal 2, we aim to ensure more strategic coordination and improve our ability to monitor and drive academic outcomes. Additionally, we continue to build out our SPED supports under Action 7, which will now incorporate all special education teachers and support staff attending targeted training by the Orange County Department of Education: Culturally & Linguistically Relevant Practices for Teachers & Paraeducators, Co-teaching Foundations for Teachers & Paraeducators, and High Leverage Practices for Students with Disabilities. We will also be staffing a new Psychologist position to support students with disabilities.

Aside from this reallocation, all other actions will continue as planned, with Year 1 learnings informing deeper implementation and refinement in Year 2 of the 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
Action #1	Teacher Coaching	Provide individualized coaching to all teachers to support in meeting the needs of all students, including targeted pupils such as students in special education, students learning English, and students in the foster care system.	$70,531	Y
Action #2	Electives	Hire and train electives instructors to provide arts and athletics instruction for all students including targeted pupils such as students in special education, students learning English, and students in the foster care system.	$491,108	Y
Action #3	Data Analysis Tools and Protocols	Develop and utilize effective data tools and protocols to support teachers in analyzing student data to push student achievement for all students including targeted pupils such as students in special education, students learning English, and students in the foster care system.	$62,348	Y
Action #4	Intervention and Tutoring	Provide intervention and additional after-school tutoring for students who exhibit an additional need for support, including, but not limited to, foster and homeless youth and EL students.	$184,750	Y
Action #5	Extended Learning: ESY, Summer Bridge, after school	Develop and implement Extended School Year (ESY) and Summer Bridge Opportunities for students to extend their learning beyond the regularly scheduled school year.	$857,419	Y
Action #6	Substitutes	Substitutes to continue the continuity of instruction and intervention.	$129,300	Y
Action #7	SPED Support and Training	Addressing the deficit in growth for Students with Disabilities requires targeted, evidence-based interventions and a structured approach to implementation and monitoring of Evidence-Based Interventions. Supporting with Coaching, tutoring, Focused Professional Development, Engaging all Stakeholders, Using Formative Assessment.	$215,200	Y
Action #8	Educational Software	Educational Software for curriculum access.	$60,800	Y
Action #9	Support Staffing and Training	Support Staffing and Training for tutoring and intervention.	$274,327	Y
Action #10	Math Dean	Addressing the deficit in growth for African American students in math requires targeted, evidence-based interventions and a structured approach to implementation and monitoring of Evidence-Based Interventions. Supporting with Coaching, tutoring, Math -Focused Professional Development, Engaging all Stakeholders, Using Formative Assessment.	$100,000	Y

Insert or delete rows, as necessary.

Goal #	Description	Type of Goal
[Goal #3]	Belonging for All: Scholarship Prep will increase parental involvement, including efforts to seek family input for making decisions for the school and how the school will promote family participation. Scholarship Prep will maintain a positive, safe school climate to ensure high levels of student engagement.	Broad

State Priorities addressed by this goal.

State Priorities: 3,5,6

An explanation of why the LEA has developed this goal.

Purpose

To ensure that all students are successful and close the opportunity gap, Scholarship Prep will increase parental involvement, and maintain a positive, safe school climate to ensure high levels of student engagement.

Related Metrics and Expected Outcomes

To monitor progress and evaluate success in this goal, we aim to:

-Maintain or increase participation rate on stakeholder survey

-Maintain or increase the average rating on belonging questions on the stakeholder survey

-Increase participation rate in informational meetings

-Maintain or decrease the percentage of students with office referrals

-Maintain the suspension rate

-Maintain the expulsion rate

-Maintain or increase the attendance rate

-Decrease the chronic absenteeism rate

Actions and Expenditures

To ensure success for all students, Scholarship Prep will:

-Schedule family meetings regularly throughout the school year

-Continue to conduct an annual stakeholder survey

-Establish common communication platforms for families

-Provide professional development to teachers and staff to support in meeting the needs of all students

-Hire and train administrative support members

-Implement procedures for regular attendance tracking and reporting to ensure early identification of barriers

-Hire and train social emotional support staff

-Provide transportation for foster/homeless youth

-Provide resources for homeless youth and families

Teachers and administrators indicated that they would like more PD opportunities on trauma-informed practices and equity and inclusion, and we have made our focus on PD to support safe and inclusive learning environments for all students.

Teacher and staff feedback was consistent in asking for more consistent communication around discipline decisions, clarity on the office referral process, and additional management training for classified staff. Stakeholders expressed an appreciation for the ease of use of a common communication platform so that they could easily stay in touch and up to date with the school and their teachers.

Scholarship Prep will continue to utilize common communication platforms in alignment with this feedback. Finally, our families and students appreciated the increased support provided to meet basic needs and services. Scholarship Prep will continue to strengthen our Foster/Homeless Youth supports, and systems/protocols for effectively identifying and responding to student/family needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Maintain or increase participation rate on stakeholder survey	Families - 95% Students - 97% Staff - 95%	Families - 91% Students - 100% Staff - 98%		Families - 95% Students - 95% Staff - 95%	Family: -4% Students: +3% Staff: +3%
2	-Maintain or increase the average rating on belonging questions on the stakeholder survey	Families - 97% Students - 96% Staff - 97%	Families - 98% Students - 100% Staff - 92%		Families - 98% Students - 98% Staff - 98%	Family: +1% Student: +4% Staff: -5%
3	-Increase participation rate in informational meetings	All: 92% FRL: 91% EL: 85% RFEP: 90% SpEd: 96% MV: 95% Hisp: 92%	All: 92% FRL: 92% EL: 90% RFEP: 88% SpEd: 96% MV: 100% Hisp: 92%		All: 95% FRL: 95% EL: 95% RFEP: 95% SpEd: 95% MV: 95% Hisp: 95%	All: No difference FRL: +1% RFEP: -2% SPED: No difference MV: +5% Hisp: No difference
4	Maintain or decrease the percentage of students with office referrals	All: 4% FRL: 4% EL: 3% RFEP: 2% SpEd: 3% MV: 2% Hisp: 4%	All: 4% FRL: 4% EL: 4% RFEP: 0% SpEd: 3% MV: 2% Hisp: 4%		All: 1% FRL: 1% EL: 1% RFEP: 1% SpEd: 1% MV: 1% Hisp: 1%	All: No difference FRL: - No difference EL: +1% RFEP: -2% SPED: No difference MV: No difference Hisp: No difference

5	-Maintain the suspension rate	2023 Dashboard All: 2.9% EL: 3.8% Hispanic: 2.9% MV: 4.3% FRL: 2.9% SWD: 2.3%	2024 CA School Dashboard: All: 4.2% FRL: 4.3% EL: 2.8% LTEL: 7.1% SpEd: 6.9% MV: 7.9% Hisp: 3.9%		All:< 2% FRL- < 2% EL- < 2% RFEP- < 2% SpEd- < 2% MV- < 2% Hisp- < 2%	All: +1.3% FRL: +1.4% EL: −1.0% SpEd: +4.6% MV: +3.6% Hisp: +1.0%
6	Maintain the expulsion rate	SY 2023-2024: All: 0% FRL: 0% EL: 0% RFEP: 0% SpEd: 0% MV: 0% Hisp: 0%	SY 2024-2025: All: 0% FRL: 0% EL: 0% RFEP: 0% SpEd: 0% MV: 0% Hisp: 0%		All: 0% FRL: 0% EL: 0% RFEP: 0% SpEd: 0% MV: 0% Hisp: 0%	No difference
7	-Maintain or increase the attendance rate	All- 93.47% FRL- 93.52% EL- 90.6% RFEP- 94.59% SpEd-92.7% MV- 94.17% Hisp- 93.78%	All- 94% FRL- 94% EL- 94% RFEP- 97% SpEd-97% MV- 97% Hisp- 94%		94% for all student groups	All: +.53% FRL: +.48% RFEP: +2.41% SPED: +4.3% MV: +2.83% Hisp: +.22%
8	Decrease the chronic absenteeism rate	All: 28.2% FRL: 28.5% EL: 31.9% RFEP: 29% (internal data) SpEd: 39.8% MV: 24.1% Hisp: 28.8%	2024 CA School Dashboard: All: 23.9% FRL: 25.4% EL: 25.9% LTEL: 35.7% SpEd: 32.7% MV: 18.3% Hisp: 23.7%		All: <4% FRL: <4% EL: <4% RFEP: <4% SpEd: <4% MV: <4% Hisp: <4%	All: −4.3% FRL: −3.1% EL: −6.0% RFEP: ?? SpEd: −7.1% MV: −5.8% Hisp: −5.1%
9	Middle School Dropout Rate	0% for all student groups	0% for all student groups		0%	No difference

Insert or delete rows, as necessary.

Goal Analysis for [2024-2025]

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

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

All actions outlined under Goal 3 were implemented as planned and without any substantive differences from the original LCAP. The goal of fostering a safe, inclusive, and engaging school environment remained central to our efforts across all sites, with a strong emphasis on family engagement, school climate, student mental health, and the needs of targeted student groups such as English Learners, students with disabilities, and foster/homeless youth.

Regularly scheduled family meetings (Action 1) were held throughout the school year, providing opportunities for families to stay informed, give input, and build stronger connections with school leadership. These meetings were complemented by the annual stakeholder survey (Action 2), which gathered essential feedback from families and staff, including targeted outreach to ensure participation from underrepresented groups.

Our continued use of common communication platforms (Action 3) in multiple languages helped streamline school-to-home communication and made it easier for families to stay connected with teachers, support staff, and administrators. Stakeholder feedback throughout the year indicated that parents appreciated the ease and consistency of communication tools.

On the climate and culture side, social-emotional learning and trauma-informed practices were integrated into professional development (Action 4). Teachers and staff engaged in training to better support students with diverse backgrounds and experiences, especially those affected by trauma. Additionally, the presence of dedicated social-emotional support staff (Action 6), including school counselors and psychologists, helped ensure students received timely and appropriate support for mental health and wellness.

To support equity and access, we implemented comprehensive services for foster and homeless youth, including dedicated support staff (Action 7), transportation services (Action 8), and basic needs resources (Action 9) such as school supplies, clothing, and pantry items. These supports contributed to increased stability and engagement for some of our most vulnerable students and families.

Attendance and engagement support systems (Action 5) were strengthened through consistent tracking, early intervention strategies, and wellness-based outreach. These efforts, combined with positive behavior practices and a strong emphasis on school connectedness, helped us address chronic absenteeism and improve overall engagement.

Finally, we continued to build out our intervention infrastructure (Actions 5 and 10) by providing staffing and training aligned with the academic and social-emotional needs of all students, including those in special education and those performing below grade level in mathematics. The Math Dean role specifically supported targeted coaching and intervention strategies for African American students, who have historically shown the greatest need for math acceleration.

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.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The actions implemented under Goal 3 have demonstrated mixed effectiveness in fostering a safe, engaging, and inclusive school environment. While progress was made across several engagement and climate indicators, the increase in suspension rates and persistent challenges in chronic absenteeism highlight areas that require deeper and more targeted attention as we move into Year 2 of the LCAP cycle.

Chronic Absenteeism improved significantly from the prior year, with the overall schoolwide rate decreasing by 4.2 percentage points to 23.9%, moving out of the Red performance level and earning a Yellow performance level on the California School Dashboard. Several student groups contributed to this positive trend:

- English Learners declined by 6% to 25.9% (Yellow),
- Hispanic students declined by 5.1% to 23.7% (Yellow),
- Homeless students declined by 5.8% to 18.3% (Yellow),
- Socioeconomically Disadvantaged students declined by 3.2% to 25.4% (Yellow),
- Students with Disabilities declined by 7.1%, though remained at 32.7% (Orange), and
- Long-Term English Learners emerged as an area of growth, increasing to 35.7% (Red).

These results suggest that Action 5: Attendance and Engagement Support, which includes consistent attendance monitoring, family outreach, and early intervention strategies, has begun to take hold. However, additional targeted efforts will be needed to support the subgroups still in Orange and Red performance levels.

In contrast, the Suspension Rate increased to 4.2%, resulting in an Orange rating—a decline from the prior year. While the overall rate increased, there were varied subgroup outcomes:

These outcomes indicate a need for strengthened professional development in behavior support and trauma-informed practices (Action 4), as well as further investment in social-emotional staffing and services (Action 6). The success seen with English Learners suggests that these strategies can be impactful when implemented consistently and responsively.

Family engagement remains a key strength at Scholarship Prep – Orange County. Participation in the LCAP survey remained high with 91% of families, 100% of students, and 98% of staff completing the survey. The average rating on belonging questions was also exceptionally strong, with 98% of families, 100% of students, and 92% of staff agreed with positive belonging statements. These outcomes reflect the ongoing impact of Actions 1–3, including regular multilingual communication, culturally relevant engagement events, and inclusive advisory structures.

Office referrals held steady at 4% schoolwide, with subgroups such as English Learners (4%), Homeless (3%), and Socioeconomically Disadvantaged students (4%) reflecting no significant increase—indicating some success in schoolwide climate and behavior support, even in the context of increased suspensions.

Attendance rates improved across every student group, with the schoolwide rate increasing from 93.47% to 94%. These gains suggest that layered supports through wellness initiatives, foster/homeless outreach (Actions 7–9), and culturally responsive practices are effectively promoting stronger daily attendance and student connection.

In summary, while Goal 3 actions have led to improved attendance, strong family engagement, and sustained positive belonging scores, there remains a clear need to reduce suspension rates and address high chronic absenteeism for targeted student groups—particularly Long-Term English Learners and Students with Disabilities. Year 2 implementation will focus on deeper alignment between trauma-informed supports and restorative discipline practices while leveraging family partnerships to address persistent barriers to engagement..

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

Based on reflections from Year 1 implementation, stakeholder engagement, and progress made toward creating a positive and inclusive school climate, no significant changes will be made to the planned actions, metrics, or target outcomes for Goal 3 in the 2025–26 school year. The current strategies remain aligned with our focus on family engagement, school connectedness, and student well-being. The only change being made for Year 2 of our three-year LCAP cycle is the reallocation of the Math Dean position (previously Action 3.5) to Goal 2, where it more appropriately aligns with our academic-focused supports. All other actions under Goal 3 will continue as planned, with an emphasis on strengthening implementation and sustaining progress.

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
Action #1	Family Meetings	Schedule family meetings regularly throughout the school year to give all parents, including families students in special education, students learning English, and students in the foster care system an opportunity to stay informed, give input, and get involved.	[$ 0.00]	N
Action #2	Stakeholder Survey	Conduct an annual stakeholder survey and provide outreach to target subgroups to encourage participation.	[$ 0.00]	N
Action #3	Communication	Establish common communication platforms that provide opportunities for regular communication in multiple languages for families.	$89,776	Y
Action #4	Professional Development	Provide professional development to teachers and staff to support in meeting the needs of all students including targeted pupils such as students in special education, students learning English, and students in the foster care system. Provide training and professional development to teachers and staff regarding needs of students, including culturally diverse students and students who have experienced trauma.	$44,600	Y
Action #5	Attendance and Engagement Support	Implement procedures for regular attendance tracking and reporting to ensure early identification of barriers and decrease chronic absenteeism. Addressing chronic absenteeism requires a multifaceted approach involving evidence-based interventions and systematic monitoring. Implement procedures for regular attendance tracking and reporting to ensure early identification of barriers and decrease chronic absenteeism. Data Analysis and identification, Early Intervention Strategies, Family and Community Engagement, Positive School Culture, individualized support plans, and Health and Wellness Initiatives.	$137,092	Y
Action #6	Social Emotional Support	Hire and train social emotional support staff (counselor, school psychologist) to support with the social-emotional and mental health of students, including students in special education, students learning English, and students in the foster care system.	$844,954	Y
Action #7	Foster/Homeless Support Staff	Hire and train foster/homeless youth support staff to support with the identification and support of foster/homeless students and families.	$159,950	Y
Action #8	Transportation for Foster/Homeless	Provide transportation for foster/homeless youth for to and from school and school functions.	$149,186	N

Action #9	Resource for Foster/Homeless	Provide resources for homeless youth and families, including but not limited to school supplies, clothing, and pantry items.	$56,800	Y
Action #10	Support Staffing and Training	Support Staffing and Training for tutoring and intervention.	$38,500	Y

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,417,289	$295,897

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
39.37%	0%	0	39%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(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 Action 1,Goal 1 Action 2,Goal 1 Action 3,Goal 1 Action 4,Goal 1 Action 5	Access for All: We require highly effective staff and am rigorous, standards-aligned curriculum to ensure the highest quality education for all students, especially those most in need. Many of our underserved students lack access to essential educational devices, and unduplicated pupils face this challenge even more acutely.	Highly Effective Staff and Aligned Curriculum Students from underserved communities, particularly foster youth, English learners, and low-income students, often experience learning and opportunity gaps compared to their more affluent peers. Prioritizing highly effective staff and high-quality, rigorous, and standards-aligned curriculum, we are able to provide the highest quality differentiated instruction that benefits all students, and focuses particularly on students most in need of effective teaching and learning. Access to Technology and Tech Support Many of our students from underserved populations have less access to devices to access education tools. Unduplicated pupils face this barrier more severely than their peers do. Even if students have Chromebooks or other devices, their internet connectivity may be unreliable and prevent them from getting the most out of many supplemental educational resources that are also digital, requiring tools such as hotspots and headsets to take advantage of interactive features that provide immediate feedback to struggling learners.	Maintain the percentage of teachers fully credentialed -Maintain the percentage of students with access to curricular resources -Maintain the percentage of students with access to technology devices -Maintain or upgrade the school facilities rating on FIT tool -Increase the percentage of Designated ELD walkthroughs with evidence of implementation of ELD standards and ELD curriculum

Goal 2 Action 1,Goal 2 Action 2,Goal 2 Action 3,Goal 2 Action 4,Goal 2 Action 5	Success for All: Scholarship Prep students, including all significant subgroups, shall achieve at least equal to the academic performance of the comparison public schools as measured by progress on CAASPP, ELPAC, and other state mandated assessments.	Scholarship Prep works to ensure student progress is closely monitored so that teachers and staff can provide inventions, resources, and supports aligned to student need—academically, behaviorally, and socially-emotionally. Scholarship Prep also works to ensure that teachers are coached to ensure they are effectively progress monitor, reflect on student data, and implement effective teaching strategies to meet the needs of underserved students. Unduplicated pupils have historically seen lower rates of engagement and fewer opportunities to participate in enrichment activities that ultimately lead to improved academic performance. These challenges are linked to social-emotional learning, since music, art, athletics and other such endeavors can enhance the well-being of low-income students, English Learners, and foster youth. Stakeholder recommendations have highlighted these non-academic educational experiences as a way to address chronic absenteeism and disengagement. Scholarship Prep offers arts and athletics options for students built into the regular school day. Students have the opportunity to participate in basketball, soccer, dance, and studio art. These non-academic programs promotes the healthy growth and development of children through study and practice of new skills, and fosters development of motor skills, brain functions, study habits, self-esteem, and teamwork – all at a time when they are enduring trauma at higher rates than their peers. In general, the achievement gap has negatively impacted low-income students, English Learners, and foster youth, and is something that has been exacerbated by the pandemic. While Scholarship Prep provides high quality teachers and curriculum to support effective first teaching, for some students extended, targeted supports are necessary. Scholarship Prep has been strategic in building intervention into the daily schedule to ensure the most high needs students are receiving additional support. The placement of Instructional Aides and other instruction-related staff members in classrooms with substantial academic needs and high concentrations of unduplicated pupils ensures that the supports are individualized and targeted. The enhanced instruction that their contributions unlock helps accelerate learning for low-income students, English Learners, foster youth, and others who are struggling.	To monitor progress and evaluate success in this goal, we aim to: • Increase CAASPP ELA distance from 3 • Increase CAASPP math distance from 3 • Increase CAST percent of students suggesting considerable understanding • Increase percent of K-2 students meeting or exceeding their growth goals in iReady reading • Increase percent of K-2 students meeting or exceeding their growth goals in iReady math • Increase percent of EL students making at least one step of progress toward EL proficiency on ELPAC • Increase percent of EL students who reclassify • Increase percent of teachers scoring 3.0 or higher on evaluation rubric

		In addition to intervention during the school day, some students may need extended learning opportunities beyond the school day to accelerate academic progress, especially after the challenges of the pandemic. To do this, Scholarship Prep will provide support to students in after school tutoring. This support addresses the needs of unduplicated pupils in several ways. First, highly trained teachers who are skilled in research-based instructional practices and programs can help reteach ELA and math content in different ways, accounting for the experiences of low-income students, English Learners, and foster youth. They also often utilize materials that are particularly effective in engaging and supporting unduplicated pupils. Historically, an achievement gap has existed between unduplicated pupils and their peers, and school closures have placed low-income students, English Learners, and foster youth at greater risk of learning loss. For example, EL students may have had fewer opportunities to practice communication skills in an academic setting, which can lead them to fall further behind. Similar challenges exist for other high-need students. The summer program is specifically designed for at-promise students and English learners, engaging students through standards based math and literature utilizing adaptive software to meet the needs of students at their current levels and push them academically. Additionally, students in the summer program will engage in social-emotional learning, enrichment activities, as well as elective programming.	

Goal 3 Action 1,Goal 3 Action 2,Goal 3 Action 3,Goal 3 Action 4,Goal 3 Action 5,Goal 3 Action 7,Goal 3 Action 6,Goal 3 Action 8,Goal 3 Action 9	Belonging for All: Scholarship Prep will increase parental involvement, including efforts to seek family input for making decisions for the school, and how the school will promote family participation. Scholarship Prep will maintain a positive, safe school climate to ensure high levels of student engagement.	Attendance and Engagement Support: Low-income students, English Learners, and foster youth have historically experienced significant trauma and had limited access to social, emotional, and behavioral health-related services in their communities. Their families have also had the greatest needs in terms of engagement, particularly when it comes to language access. To best meet the needs of these students, Scholarship Prep makes sure to provide additional and targeted outreach to families to encourage attendance and participation in stakeholder meetings and surveys. Additionally, Scholarship Prep has adopted school-wide common communication platforms with translation capabilities to better communicate with and meet the needs of high need students and families. Professional Development: At Scholarship Prep, a sense of belonging and school connectedness is of utmost importance. Unfortunately, often the sense of connectedness for unduplicated pupils is lower than those of their peers, and often stems from their learning opportunities being disconnected from their lived experiences. Low-income students, English Learners, and foster youth also encounter approaches that view diversity as a deficit rather than an asset, which hinders academic achievement, student agency, and advancement. To ensure that we are able to create positive and inclusive environments, Scholarship Prep provides professional development specifically in the areas of diversity and inclusion, trauma informed practices, and effective restorative classroom practices to ensure that all students have access to emotionally safe learning environments, and positive relationships to caring adults and peers. Social Emotional Support and Additional Administrative Staff: Additional adult-to-student connections are critical for unduplicated pupils. Proactive measures are crucial to engage low-income students, English Learners, and foster youth, whose sense of belonging in school has historically been lower than their peers and affected their academic performance. Lead teachers and the Dean of Culture help train staff in building strong relationships with students and creating classroom communities that are welcoming and encouraging. Lead teachers and the Dean of Culture also provide direct support in providing mentorship and serving as an outlet for students, principally unduplicated pupils, to discuss personal	To monitor progress and evaluate success in this goal, we aim to: • Maintain or increase participation rate on stakeholder survey • Maintain or increase the average rating on belonging questions on the stakeholder survey • Increase participation rate in informational meetings • Maintain or decrease the percentage of students with office referrals • Maintain the suspension rate • Maintain the expulsion rate • Maintain or increase the attendance rate • Decrease the chronic absenteeism rate

		circumstances, provide supports and resources, and make referrals to additional community partners, as necessary. The emphasis on increasing adult-to-student connections principally benefits unduplicated pupils, who are experiencing a sense of belonging at lower rates than their peers. Due to their limited access to social-emotional and mental health services, low-income students, English Learners, and foster youth are at greater risk of trauma, especially during and after the pandemic. Counseling services are part of Scholarship Prep's holistic approach to wellness, and their work has a specific emphasis on connecting with families who are experiencing trauma. This process includes not just reaching out to unduplicated pupils (particularly those who have been disengaged), but also identifying the social-emotional resources that they and their parents need. The emphasis on reaching students and parents who have struggled to remain engaged principally benefits unduplicated pupils, who are experiencing higher rates of chronic absenteeism, trauma exposure, and other challenges beyond academics.	

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.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1 Action 6,Goal 2 Action 7	Success for All: Achieve at Least Equal to Comparison Schools on State Assessments Scholarship Prep students, including all significant subgroups, shall achieve at least equal to the academic performance of the comparison public schools as measured by progress on CAASPP, ELPAC, and other state mandated assessments.	-Provide individualized coaching to all teachers -Utilize effective data tools and protocols to support teachers in analyzing student data - Provide instructional aides to support with intervention and additional after school tutoring	-Increase percent of EL students making at least one step of progress toward EL proficiency on ELPAC -Increase percent of EL students who reclassify
Goal 1 Action 6,Goal 2 Action 7	Scholarship Prep will maintain a positive, safe school climate to ensure high levels of student engagement.	-Provide transportation for foster/homeless youth -Provide resources for homeless youth and families	-Maintain or increase the attendance rate -Decrease the chronic absenteeism rate

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.

Scholarship Prep utilizes the additional concentration grant add-on funding to increase and retain staff to support students. We target both certificated and classified staff with these additional funds. We identify, hire, and train additional staff to support students with disabilities as well as the current staff who support them (Goal 1, Action 7). We provide individualized coaching to our teachers, thereby increasing their effectiveness as well as retention rates as they are satisfied with their professional development (Goal 2, Action 1). We identify, hire, and train classified staff to serve as electives instructors (Goal 2, Action 2) and provide extended learning opportunities for students after school and during the summer (Goal 2, Action 5). We also hire additional administrators and office personnel to provide direct support to students (Goal 3, Actions 5-8).

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	NA single school LEA	NA single school LEA
Staff-to-student ratio of certificated staff providing direct services to students	NA single school LEA	NA single school LEA

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, March 2022

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or	LCFF Carryover — Percentage (Input	Total Percentage to Increase or Improve Services
2025-26	$ 6,139,620	$ 2,417,289	39.37%	0.00%	39.37%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel	
Totals	$ 4,496,785	$ 2,723,714	$ 90,000	$ 449,685	7,760,184	$ 5,947,888	$ 1,812,296	

Goal #	Action #	Action Title	Student Group(s)						LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Hiring Credentialed Staff	All	Yes	LEA-wide	All	SP-Orange County	Ongoing	$ 984,448	$ 394,747	$ -	$ -	$ 1,379,195
1	1	Hiring Credentialed Staff	All	No	LEA-wide	All	SP-Orange County	Ongoing	$ 984,448	$ 394,747	$ -	$ -	$ 1,379,195
1	2	Aligned Core and Supplemental Curriculum	All	Yes	LEA-wide	All	SP-Orange County	Ongoing	$ 140,000	$ -	$ -	$ -	$ 140,000
1	3	Facilities	All	Yes	LEA-wide	All	SP-Orange County	Ongoing	$ 107,800	$ -	$ -	$ -	$ 107,800
1	4	IT Support	All	Yes	LEA-wide	All	SP-Orange County	Ongoing	$ 57,101	$ -	$ -	$ -	$ 57,101
1	5	Chromebooks	All	Yes	LEA-wide	All	SP-Orange County	Ongoing	$ 15,000	$ -	$ -	$ -	$ 15,000
1	6	Special Education Support	All	Yes	LEA-wide	All	SP-Orange County	Ongoing	$ -	$ 391,728	$ -	$ -	$ 391,728
2	1	Teacher Coaching	All	Yes	LEA-wide	All	SP-Orange County	Ongoing	$ 59,952	$ 10,579	$ -	$ -	$ 70,531
2	2	Electives	All	Yes	LEA-wide	All	SP-Orange County	Ongoing	$ 401,109	$ -	$ 90,000	$ -	$ 491,109
2	3	Data Analysis Tools and Protocols	All	Yes	LEA-wide	All	SP-Orange County	Ongoing	$ -	$ 62,348	$ -	$ -	$ 62,348
2	4	Intervention and Tutoring	All	Yes	LEA-wide	All	SP-Orange County	Ongoing	$ 182,988	$ -	$ -	$ 1,762	$ 184,750
2	5	Extended Learning	All	Yes	LEA-wide	All	SP-Orange County	Ongoing	$ 16,000	$ 841,419	$ -		$ 857,419
2	6	Substitutes	All	Yes	LEA-wide	All	SP-Orange County	Ongoing	$ 129,300	$ -	$ -	$ -	$ 129,300
2	7	Sped Support and Training	All	Yes	LEA-wide	All	SP-Orange County	Ongoing	$ -	$ 134,464	$ -	$ 80,736	$ 215,200
2	8	Educational Software	All	Yes	LEA-wide	All	SP-Orange County	Ongoing	$ 45,718	$ -		$ 15,082	$ 60,800
2	9	Support Staffing and Training	All	Yes	LEA-wide	All	SP-Orange County	Ongoing	$ -	$ 274,327	$ -	$ -	$ 274,327
2	10	Dean of Mathematics	All	Yes	LEA-wide	All	SP-Orange County	Ongoing	$ -	$ -	$ -	$ 137,092	$ 137,092
3	1	Family Meetings	All	No	LEA-wide	All	SP-Orange County	Ongoing	$ -	$ -	$ -	$ -	$ -
3	2	Stakeholder Surveys	All	No	LEA-wide	All	SP-Orange County	Ongoing	$ -	$ -	$ -	$ -	$ -
3	3	Communication	All	Yes	LEA-wide	All	SP-Orange County	Ongoing	$ 89,776	$ -	$ -	$ -	$ 89,776
3	4	Professional Development	All	Yes	LEA-wide	All	SP-Orange County	Ongoing	$ 16,517	$ -	$ -	$ 28,083	$ 44,600
3	5	Attendance and Engagement Support	All	Yes	LEA-wide	All	SP-Orange County	Ongoing	$ 747,805	$ 97,149	$ -	$ -	$ 844,954
3	6	Social Emotional Support	All	Yes	LEA-wide	All	SP-Orange County	Ongoing	$ -	$ -	$ -	$ 159,950	$ 159,950
3	7	Foster and Homeless Support Staff	Foster Youth	Yes	Limited	Foster Youth	SP-Orange County	Ongoing	$ -	$ 122,206	$ -	$ 26,980	$ 149,186
3	8	Transportation for Foster and Homeless	Foster Youth	No	Limited	Foster Youth	SP-Orange County	Ongoing	$ 56,800	$ -	$ -	$ -	$ 56,800
3	9	Resources for Foster and Homeless	Foster Youth	Yes	Limited	Foster Youth	SP-Orange County	Ongoing	$ 38,500	$ -	$ -	$ -	$ 38,500
3	10	Support Staffing and Training	All	Yes	LEA-wide	All	SP-Orange County	Ongoing	$ 423,523		$ -	$ -	$ 423,523

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 6,139,620	$ 2,417,289	39.37%	0.00%	39.37%	$ 3,365,761	0.00%	54.82%	**Total:**	$ 3,365,761
								LEA-wide Total:	$ 3,327,261
								Limited Total:	$ 38,500
								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	1	High Qualified Staff	Yes	LEA-wide	All		$ 984,448	0.00%
1	1	High Qualified Staff	No	LEA-wide			$ -	0.00%
1	2	Instructional Materials	Yes	LEA-wide	All		$ 140,000	0.00%
1	3	Facilities Maintanance	Yes	LEA-wide	All		$ 107,800	0.00%
1	4	Tech Support	Yes	LEA-wide	All		$ 57,101	0.00%
1	5	Chromebooks	Yes	LEA-wide	All		$ 15,000	0.00%
1	6	SPED Added Support	Yes	LEA-wide	All		$ -	0.00%
2	1	Teacher Coaching	Yes	LEA-wide	All		$ 59,952	0.00%
2	2	Electives	Yes	LEA-wide	All		$ 401,109	0.00%
2	3	Data Analysis	Yes	LEA-wide	All		$ -	0.00%
2	4	Intervention & Tutoring	Yes	LEA-wide	All		$ 182,988	0.00%
2	5	Extended Learning	Yes	LEA-wide	All		$ 16,000	0.00%
2	6	Subs	Yes	LEA-wide	All		$ 129,300	0.00%
2	7	SPED Support & Training	Yes	LEA-wide	All		$ -	0.00%
2	8	Educational Software	Yes	LEA-wide	All		$ 45,718	0.00%
2	9	Support Staffing & Training	Yes	LEA-wide	All		$ -	0.00%
2	10	Math Dean	Yes	LEA-wide	All		$ -	0.00%
3	1	Family Meetings	No	LEA-wide			$ -	0.00%
3	2	Stakeholder Survey	No	LEA-wide			$ -	0.00%
3	3	Communication	No	LEA-wide			$ -	0.00%
3	4	PD	Yes	LEA-wide	All		$ 16,517	0.00%
3	5	Attendance & Engagement	Yes	LEA-wide	All		$ 747,805	0.00%
3	6	SEL	Yes	LEA-wide	All		$ -	0.00%
3	7	Foster/Homeless Support	Yes	Limited	Foster Youth		$ -	0.00%
3	8	Tranportation Foster/Homeless	No	Limited			$ -	0.00%
3	9	Resources for Foster/Homeless	Yes	Limited	Foster Youth		$ 38,500	0.00%
3	10	Support Staffing /Training	Yes	LEA-wide	All		$ 423,523	0.00%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 6,306,969.00	$ 6,521,102.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Hiring Credentialed Staff	Yes	$ 2,151,656	$ 2,379,244
1	2	Aligned Core and Supplemental Curriculum	Yes	$ 40,900	$ 138,065
1	3	Facilities	Yes	$ 149,500	$ 211,677
1	4	IT Support	Yes	$ 105,900	$ 44,297
1	5	Chromebooks	Yes	$ 25,000	$ 14,145
1	6	Special Education Support	Yes	$ 240,000	$ 296,004
2	1	Teacher Coaching	Yes	$ 60,000	$ 113,746
2	2	Electives	Yes	$ 240,000	$ 369,601
2	3	Data Analysis Tools and Protocols	Yes	$ 50,000	$ 68,151
2	4	Intervention and Tutoring	Yes	$ 74,180	$ 135,984
2	5	Extended Learning	Yes	$ 500,000	$ 684,076
2	6	Substitutes	Yes	$ 129,000	$ 129,000
2	7	Sped Support and Training	Yes	$ 89,000	$ 200,000
2	8	Educational Software	Yes	$ 235,100	$ 44,809
2	9	Support Staffing and Training	Yes	$ 275,955	$ 214,717
3	1	Family Meetings	Yes	$ -	$ -
3	2	Stakeholder Surveys	Yes	$ -	$ -
3	3	Communication	Yes	$ 98,400	$ 87,715
3	4	Professional Development	Yes	$ 69,800	$ 21,472
3	5	Attendance and Engagement Support	Yes	$ 613,378	$ 720,640
3	6	Social Emotional Support	Yes	$ 195,000	$ 200,209
3	7	Foster and Homeless Support Staff	Yes	$ 110,000	$ 146,221
3	8	Transportation for Foster and Homeless	Yes	$ 35,200	$ 33,990
3	9	Resources for Foster and Homeless	Yes	$ 30,000	$ 41,062
3	10	Support Staffing and Training	Yes	$ 789,000	$ 226,277

2024-25 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)
$ 2,315,447	$ 6,306,969	$ 3,800,200	$ 2,506,769	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	1	Hiring Credentialed Staff	Yes	$ 2,151,656	$ 1,632,513.00	0.000%	0.000%
1	2	Aligned Core and Supplemental Curriculum	Yes	$ 40,900	$ 10,595.00	0.000%	0.000%
1	3	Facilities	Yes	$ 149,500	$ 211,677.00	0.000%	0.000%
1	4	IT Support	Yes	$ 105,900	$ 44,297.00	0.000%	0.000%
1	5	Chromebooks	Yes	$ 25,000	$ 14,145.00	0.000%	0.000%
1	6	Special Education Support	Yes	$ 240,000	$ -	0.000%	
2	1	Teacher Coaching	Yes	$ 60,000	$ 68,668.00	0.000%	0.000%
2	2	Electives	Yes	$ 240,000	$ 275,787.00	0.000%	0.000%
2	3	Data Analysis Tools and Protocols	Yes	$ 50,000	$ -	0.000%	
2	4	Intervention and Tutoring	Yes	$ 74,180	$ 135,984.00	0.000%	0.000%
2	5	Extended Learning	Yes	$ 500,000	$ -	0.000%	
2	6	Substitutes	Yes	$ 129,000	$ 129,000.00	0.000%	0.000%
2	7	Sped Support and Training	Yes	$ 89,000	$ -	0.000%	
2	8	Educational Software	Yes	$ 235,100	$ 11,884.00	0.000%	0.000%
2	9	Support Staffing and Training	Yes	$ 275,955	$ 214,717.00	0.000%	0.000%
3	1	Family Meetings	Yes	$ -	$ -	0.000%	
3	2	Stakeholder Surveys	Yes	$ -		0.000%	0.000%
3	3	Communication	Yes	$ 98,400	$ 82,407.00	0.000%	0.000%
3	4	Professional Development	Yes	$ 69,800	$ 2,170.00	0.000%	0.000%
3	5	Attendance and Engagement Support	Yes	$ 613,378	$ 699,971.00	0.000%	0.000%
3	6	Social Emotional Support	Yes	$ 195,000	$ -	0.000%	
3	7	Foster and Homeless Support Staff	Yes	$ 110,000	$ -	0.000%	
3	8	Transportation for Foster and Homeless	Yes	$ 35,200	$ -	0.000%	
3	9	Resources for Foster and Homeless	Yes	$ 30,000	$ 40,108.00	0.000%	0.000%
3	10	Support Staffing and Training	Yes	$ 789,000	$ 226,277.00	0.000%	0.000%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
$ 6,106,620	$ 2,315,447	0.000%	37.917%	$ 3,800,200

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.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

    - Identify the action as an LREBG action;

    - Include an explanation of how research supports the selected action;

    - Identify the metric(s) being used to monitor the impact of the action; and

    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).