

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sycamore Creek Community Charter School II

CDS Code: 30-10306-0165266

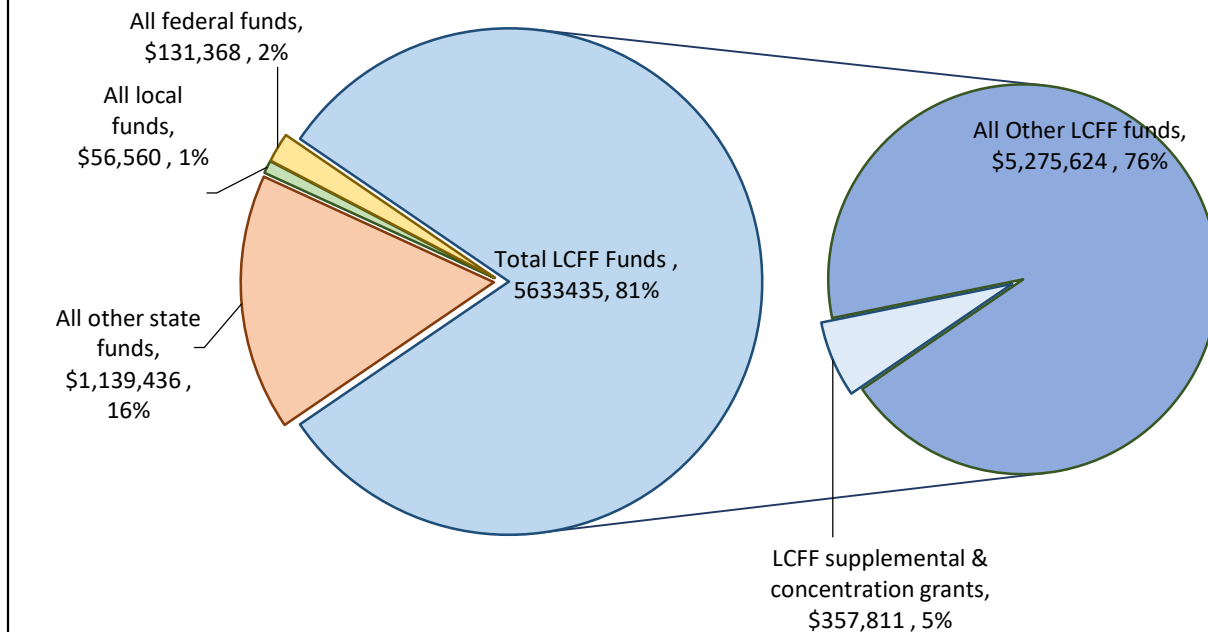
School Year: 2026-27

LEA contact information: Dr. Sarah Bach, 714-594-3660 sarahbach@sycamorecreekcharter.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

Projected Revenue by Fund Source

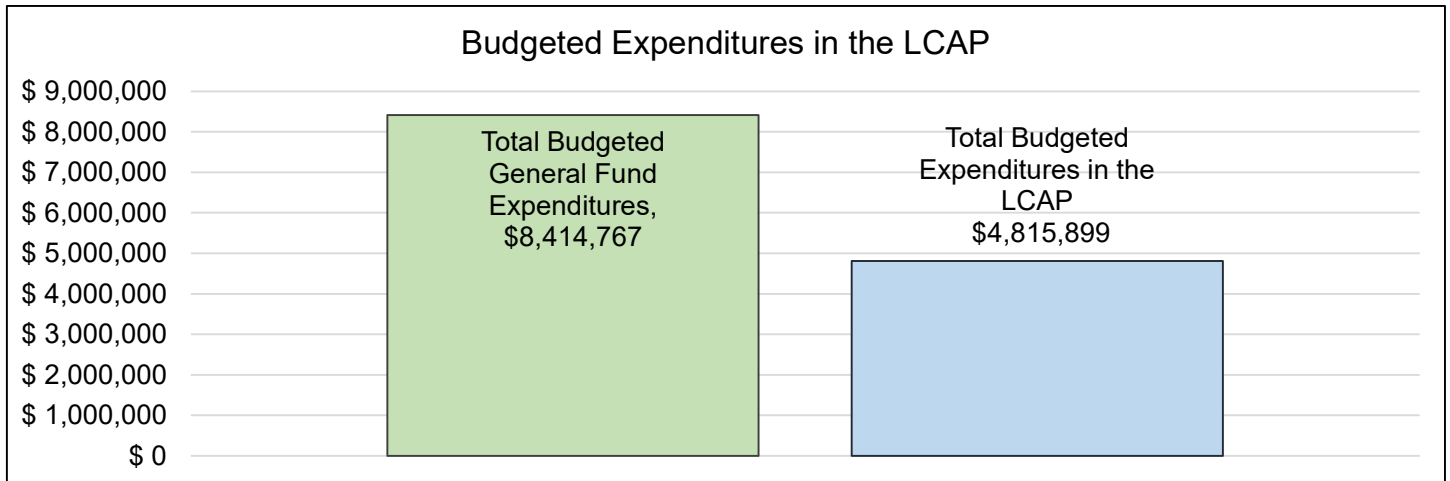


This chart shows the total general purpose revenue Sycamore Creek Community Charter School II expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sycamore Creek Community Charter School II is \$6,960,799.00, of which \$5,633,435.00 is Local Control Funding Formula (LCFF), \$1,139,436.00 is other state funds, \$56,560.00 is local funds, and \$131,368.00 is federal funds. Of the \$5,633,435.00 in LCFF Funds, \$357,811.00 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 Sycamore Creek Community Charter School II plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Sycamore Creek Community Charter School II plans to spend \$8,414,767.00 for the 2026-27 school year. Of that amount, \$4,815,899.00 is tied to actions/services in the LCAP and \$3,598,868.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

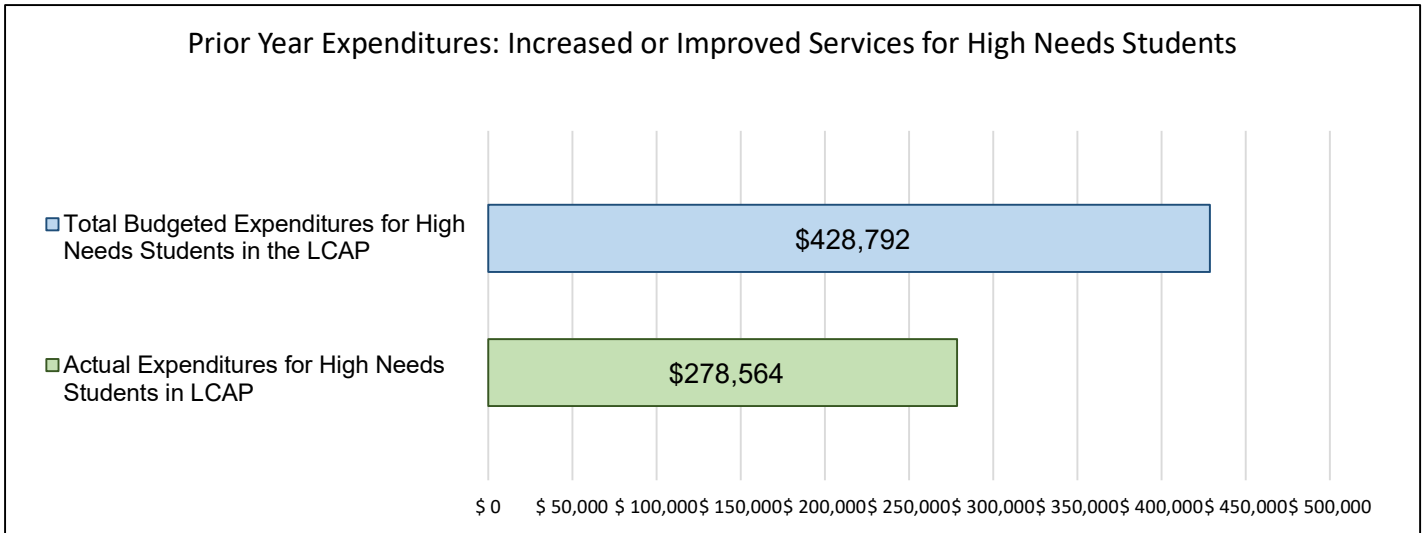
The General Fund Budget Expenditures for the 2026-27 school year that are not included in the LCAP are general liability insurance, oversight fees to the chartering authority, legal fees, cost of move, and other operational costs.

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

In 2026-27, Sycamore Creek Community Charter School II is projecting it will receive \$357,811.00 based on the enrollment of foster youth, English learner, and low-income students. Sycamore Creek Community Charter School II must describe how it intends to increase or improve services for high needs students in the LCAP. Sycamore Creek Community Charter School II plans to spend \$871,608.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Sycamore Creek Community Charter School II's LCAP budgeted \$428,792.00 for planned actions to increase or improve services for high needs students. Sycamore Creek Community Charter School II actually spent \$278,564.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of \$150,228.00 had the following impact on Sycamore Creek Community Charter School II's ability to increase or improve services for high needs students:

SCCCS II is a new Charter School that opened on August 26, 2025, after SCCC closed at the end of the 2024–25 school year. Actual expenditures for increased or improved services for high needs students were less than budgeted by under 7% due to staff absences and slight cost variances. This did not materially impact services, as planned supports for high needs students continued to be implemented.

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
Sycamore Creek Community Charter School II	Dr. Sarah Bach Executive Director	sarahbach@sycamorecreekcharter.org 714-594-3660

Plan Summary 2026-27

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Introduction

Sycamore Creek Community Charter School II (“SCCCS II”), a California nonprofit public benefit corporation with 501(c)(3) tax-exempt status, is currently authorized by the Orange County Board of Education as a county-wide benefit approved for TK-12. The high school program is scheduled to expand during the 2027-28 school year or later. SCCCS II currently serves 227 students in grades TK-8. Previously, Sycamore Creek Community Charter School (“SCCCS”) was a TK-8 Charter School approved by Orange County Board of Education, and it was closed at the end of the 2024-25 school year. Much of the data found in this LCAP are from SCCCS and is clearly identified. SCCCS II is currently only serving students in grades K-8, some State indicators do not apply, including A-G Completion, College/Career Indicator, AP Performance, EAP Results, Graduation Rate, and Dropout Rate. These metrics will be added once the Charter School serves high school students.

Benefits of SCCCS II

Students benefit from small class sizes, an inclusive community, a public Waldorf education, and a focus on the whole child. Parents choose SCCCS II for the Waldorf instruction and personalized education for their children. SCCCS II is committed to being transparent and remaining accountable to its educational partners. SCCCS II meet the needs of families desiring a Public Waldorf Education which is recognized by a focus on a “whole child” philosophy. SCCCS II currently educates children at the TK-8 level, applying arts-integrated curricula inspired by Waldorf methods, directed by natural, developmental rhythms that enrich student imagination, improve academic performance, and encourage empathetic response to their environment. Teaching emphasizes attention to all intelligence domains. Through the use of story as well as experiential, hands-on methods, students will emerge capable of empathetic communication, problem solving, and critical thinking skills with the ability to serve as valuable members of a global community. SCCCS II is planning and building the high school program and facilities.

Mission

Our Mission is to educate students so they:

- Think critically and independently while recognizing humanity's interdependence with the local and global community;
- Strive to control the outcome of their educational goals;
- Stay committed to engaging the people, places, and learning opportunities around them in order to direct their intellectual, physical, and emotional growth;
- Value differences in others by responding with empathy; and
- See challenges as a natural part of life and an opportunity for growth.

Demographics

SCCCS II is a diverse, 21st Century Charter School grounded in the core principles of Public Waldorf Education. As the majority of students transitioned from the former SCCCS program, the 2025 California Dashboard demographic data for SCCCS continues to reflect the student population and community that SCCCS II serves. According to the 2025 Dashboard data, SCCCS served 162 students with diverse needs and backgrounds, including 30.9% SED students, 6.2% ELs, 9.3% SWD, 2.5% Homeless Youth, and 0% Foster Youth. Students represented the following racial and ethnic groups: 1.2% African American, 5.6% Asian, 0.6% Filipino, 35.2% Hispanic, 16% Two or More Races, and 37.7% White. The numerically significant student groups served by SCCCS II include Hispanic students, White students, and SED students. SCCCS II also prioritizes supports and services for ELs, SWD, Homeless Youth, and Foster Youth to ensure equitable access to a rigorous, engaging, and supportive educational program.

Meeting Community Needs

SCCCS II fills a community need and meet the interests of the community. SCCCS II has small class sizes with an average student-to-teacher ratio of 20:1. SCCCS II provides interventions to all students who are academically low performing during the school day through daily intervention. SCCCS II is not currently eligible for Expanded Learning Opportunities Program as it is in its first year of operation, but it is offering an after-school program. SCCCS II provides deeper extension opportunities to all students who are academically high performing. SCCCS II has instituted Positive Behavioral Intervention and Supports ("PBIS") based on the Waldorf tenets to create a safe setting where students are able to learn, and teachers are able to teach. SCCCS II provides technology with a student to device ratio of 1:1 for those who need it, but the Waldorf model is most conducive for students to be learning experientially. SCCCS II incorporates enrichment opportunities during the school day through broad access to courses. These strategies fill a community need and meet the interest of the community.

The instructional and support strategies implemented by SCCCS II are designed to effectively meet the needs of all students and significant student groups. Small class sizes support individualized instruction and ensure that students receive personalized academic and social emotional support. The longer instructional day provides additional opportunities for intervention, enrichment, arts integration, and experiential learning. SCCCS II's commitment to the core principles of Public Waldorf Education supports the development of the whole child and emphasizes relationship building, mental health, creativity, student engagement, and personal well-being.

Purpose of the LCAP

The purpose of this Local Control Accountability Plan ("LCAP") is to address the School Plan for Student Achievement ("SPSA") for SCCCS II, which serves as the Charter School's comprehensive Schoolwide Program plan. SCCCS II's LCAP is aligned with ESSA requirements and integrated with federal, state, and local programs to support continuous improvement and equitable student outcomes. The LCAP focuses on three primary goals:

Goal 1) SCCCS II will improve student achievement in English Language Arts, Mathematics, and Science for all students and significant student groups to support students as lifelong learners and knowledge seekers;

Goal 2) SCCCS II will support the social emotional well-being of all students through the tenets of Waldorf education and enrichment opportunities within a safe, inclusive, and personalized learning environment that fosters strong relationships between teachers and students;

Goal 3) SCCCS II students, parents/guardians, teachers, staff, and community members will actively contribute to the Charter School community through engagement, communication, collaboration, and shared decision making to provide students with a well-rounded educational experience.

Comprehensive Needs Assessment

SCCCS II completed a comprehensive needs assessment that included analysis of verifiable local performance data and input from educational partners to inform the development of the SCCCS II LCAP. Educational partner engagement included meetings with parents/guardians, classified staff, teachers, and students to identify areas of opportunity for students and student groups who are not yet meeting standards and to develop targeted strategies and actions to address those needs. SCCCS II continues to evaluate and monitor implementation of the LCAP through ongoing collaboration with the Parent Community Council, including parents of ELs. The Parent Community Council meets six times annually and will include parents, staff, and administrators, with parents comprising at least half of the membership. The Council will review academic performance, supplemental services, Title funding priorities, and areas for continuous improvement during meetings held throughout the school year. Teachers, staff, students, and parents will also participate in annual surveys that provide feedback on goals, actions, and services. SCCCS II continues to use student achievement and demographic data, including SBAC, ELPAC, NWEA MAP, summative assessments, attendance, and subgroup data for Hispanic students, SED students, and White students, to inform decision making regarding supplemental federal funds, educational services, and policies supporting basic core services for all students.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all students, methods and instructional strategies, and specific focus on students at risk of not meeting the State academic standards.

Equity Multiplier School

SCCCS II is not eligible to be an Equity Multiplier School.

LREBG Funds

For 2025-26, SCCCS II did not qualify for LREBG because the grant is based on previous year's data, and SCCCS II is a new LEA this year.

Title I

SCCCS II will use Title I funds to support Goal 2, Action 2: Positive School Climate and Culture. These funds will support schoolwide systems that promote safety, belonging, attendance, student engagement, and positive behavior for all students, with a particular focus on students who are academically at risk, SED students, ELs, Homeless Youth, Foster Youth, and other students needing additional support. Title I funds may support PBIS implementation, student supervision, behavior tracking, intervention planning, restorative practices, attendance supports, student incentives, school climate activities, student clubs, peer mediation, conflict resolution, and collaboration between teachers and paraprofessionals. These services are aligned to the Charter School's whole-child Public Waldorf model and are intended to improve student connectedness, reduce barriers to learning, and support academic achievement by ensuring that students are safe, engaged, and ready to learn.

Title IV

SCCCS II will use Title IV funds to supplement Goal 2, Action 2 by supporting well-rounded educational opportunities, safe and healthy school conditions, and student engagement. Title IV funds will support activities that promote a positive, inclusive, and supportive school climate, including PBIS, restorative practices, student leadership opportunities, student clubs and events, conflict resolution, peer mediation, Middle School Panel activities, and other activities that strengthen student voice, belonging, and school connectedness. These activities support the social emotional well-being of students and help maintain a safe, personalized learning environment aligned with the tenets of Waldorf education. The use of Title IV funds is intended to increase student engagement, strengthen relationships between students and staff, and support improved attendance, behavior, and academic outcomes.

Title II

SCCCS II will use Title II funds to support Goal 1, Action 4: Professional Development. Funds will provide meaningful and ongoing professional development for administrators, teachers, paraprofessionals, and staff to strengthen instructional practice and improve student achievement in English Language Arts, Mathematics, Science, and English language development. Professional development may include data analysis, MTSS, RtI2, PBIS, Public Waldorf Education practices, Extra Lesson, Mathematics instruction, English Learner instructional strategies, intervention practices, differentiated instruction, and support for students with disabilities. Title II funds will help ensure that staff are prepared to use evidence-based strategies, analyze student data, provide targeted intervention, and implement standards-aligned instruction that supports all students and significant student groups.

Expanded Learning Opportunities Program

SCCCS II will use ELOP funds, when eligible and available, to support Goal 1, Action 7: After-School Program and Intersession. These funds will provide expanded learning opportunities beyond the regular school day and school year, including after-school programming, academic intervention, reading support, tutoring, enrichment, and intersession or summer learning opportunities. The program will focus on literacy, numeracy, enrichment, and student engagement, with priority given to students who need additional academic support, including low-income students, ELs, Foster Youth, Homeless Youth, and students not yet meeting grade-level standards. ELOP services will extend learning time, provide targeted support, and support the Charter School's goal of improving student achievement while also providing safe and engaging enrichment opportunities.

Proposition 28 Arts and Music in Schools Grant

SCCCS II will use Proposition 28 Arts and Music in Schools Grant funds to support Goal 2, Action 4: Waldorf Tenets. These funds will strengthen access to arts and music instruction that is central to the Charter School’s Public Waldorf educational program and whole-child approach. Prop 28 funds may support music instruction, instruments, visual and performing arts, classroom plays, arts-integrated instruction, artist or music specialist support, instructional materials, and enrichment activities that expand student access to a broad course of study. These services will support student creativity, engagement, self-expression, collaboration, and social emotional well-being while reinforcing academic learning through experiential and arts-integrated methods. The use of Prop 28 funds will help SCCC II sustain and expand equitable access to music and arts education for all students.

Reflections: Annual Performance

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

The SCCC 2025 California Dashboard identifies performance levels using one of five status levels ranging from Very Low, Low, Medium, High, and Very High for state indicators. Please note that the status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed and range from Very High, High, Medium, Low, and Very Low. If there are fewer than 11 students in a subgroup, the Dashboard reports “No Performance Color” to protect student privacy.

ELA Performance

Increase ELA performance overall and for significant student groups. The SCCC 2025 Dashboard indicates that English Language Arts performance was Overall “Medium” at 33.7 points below standard, increased 12.9 points from the prior year. The following student group was also “Medium”: Hispanic students at 47 points below standard, increased 21.6 points. The following student groups had no performance color due to subgroup size: ELs at 57.9 points below standard; Two or More Races at 10.3 points below standard, declined 8 points; SED students at 21.8 points below standard, increased 40.5 points; SWD at 98.3 points below standard, declined 38 points; and White students at 40.3 points below standard, increased 17.7 points. SCCC II will continue to focus specifically on increasing ELA performance for all students and significant student groups through standards aligned instruction, intervention, differentiated support, literacy development, and individualized instruction aligned with the principles of Public Waldorf Education.



Math Performance

Increase Math performance overall and for significant student groups. The SCCCS 2025 Dashboard indicates that Mathematics performance was Overall "Medium" at 58.3 points below standard, increased 23.6 points from the prior year. The following student group was also "Medium": Hispanic students at 74.4 points below standard, increased 14.3 points. The following student groups had no performance color due to subgroup size: ELs at 80.9 points below standard; Two or More Races at 51.3 points below standard, increased 15 points; SED students at 82.3 points below standard, increased 4.2 points; SWD at 141.8 points below standard, declined 11 points; and White students at 64.3 points below standard, increased 30.1 points. SCCCS II will continue to focus specifically on improving Mathematics achievement for all students and significant student groups through differentiated instruction, intervention, hands on learning experiences, and increased opportunities for mathematical reasoning and problem solving.

English Learner Progress Indicator

Increase English Learner Progress Indicator ("ELPI") performance for ELs. The SCCCS 2025 Dashboard indicates "No Performance Color" for ELPI due to student privacy protections related to fewer than 11 ELs tested on the ELPAC. ELs receive designated and integrated ELD instruction from appropriately credentialed teachers and receive SDAIE instructional strategies across all core content areas. SCCCS II will continue to provide ELD instruction, monitoring, and targeted support services to improve English proficiency and academic achievement. SCCCS II's goal is to support ELs in attaining English proficiency in the primary grades to prevent students from becoming Long Term English Learners ("LTEs").

Chronic Absenteeism Rate

Decrease chronic absenteeism and increase daily attendance overall and for significant student groups. The SCCCS 2025 Dashboard indicates that the Chronic Absenteeism Rate was Overall "Medium" at 21.3% chronically absent, declined 2.1%. The following student group was "High": Hispanic students at 23.4% chronically absent, increased 5.3%. The following student groups were "Medium": SED students at 16.7% chronically absent, declined 12.6%, and White students at 11.5% chronically absent, declined 5.2%. The following student group was "Low": Two or More Races at 9.4% chronically absent, declined 6.8%. The SWD subgroup had no performance level at 20% chronically absent, increased 2.6%. SCCCS II will continue to focus on decreasing chronic absenteeism for all students, especially significant student groups, by implementing a culture of positive attendance and on time daily participation through attendance incentives, recognition programs, parent communication, attendance contracts, letters, meetings, home visits, and prioritized intervention systems for students identified as chronically absent.

Suspension Rate

Maintain suspension rate at 1% or lower. The SCCCS 2025 Dashboard indicates that the Suspension Rate was Overall "Very Low" with 0% of students suspended at least one day, maintained 0%. No students were suspended overall or within any significant student group, including Hispanic students, SED students, White students, or students identifying as Two or More Races. SCCCS II will continue implementing alternatives to suspension, including counseling services, restorative practices, social emotional learning supports, behavior interventions, classroom management professional development, and PBIS to maintain a safe, inclusive, and supportive learning environment for all students.

Science Performance

The performance on CAST at SCCCS indicates that in 2025 was 31.82% of students in grades 5 and 8 only who scored met or exceeded standards mastery which demonstrates an increase of 9.24% from 2024.

Local Indicators

SCCCS Met all Local Indicators: Implementation of Academic Standards, Access to a Broad Course of Study, Basics (Teachers, Instruction Materials, Facilities), Parent and Family Engagement, and Local Climate Survey.

Reflections: Technical Assistance

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

Charter School Performance Category

Sycamore Creek Community Charter School (“SCCCS”) has been classified in the Middle Performing Category for Charter Schools across the State by the California Department of Education (“CDE”).

ESSA Assistance Status

SCCCS currently has “No Status” (Highest Level) for ESSA assistance based on the 2025 California Dashboard results and demonstrated improvement in student outcomes, particularly related to Chronic Absenteeism. SCCCS was previously identified for Additional Targeted Support and Improvement (“ATSI”) in the 2021-22 school year because SED students and White students were in the highest status level for Chronic Absenteeism on the 2022 Dashboard. In the 2022-23 school year, SCCCS continued ATSI identification for SED students due to Chronic Absenteeism performance. In the 2023-24 school year, SCCCS exited ATSI status because the Chronic Absenteeism Rate for SED students declined by 12.6%, resulting in a 16.7% Chronic Absenteeism Rate within the “Medium” performance level. SCCCS was not identified for Comprehensive Support and Improvement (“CSI”), ATSI, or Targeted Support and Improvement (“TSI”) on the 2025 Dashboard.

The Charter School’s successful exit from ATSI status demonstrates the effectiveness of SCCCS’ attendance intervention systems, student supports, and family engagement efforts. SCCCS continues to implement proactive attendance monitoring, parent communication, attendance incentives, restorative practices, counseling supports, and individualized interventions to improve student engagement and daily attendance.

LCFF Charter School Assistance Status

SCCCS is in General Assistance status (Highest Level) based on the 2025 Dashboard results and continued implementation of targeted academic and social emotional supports for all students and significant student groups. SCCCS continues to maintain a “Very Low” Suspension Rate while implementing strong MTSS systems, differentiated instruction, intervention supports, designated and integrated ELD instruction, counseling services, attendance interventions, restorative practices, and enrichment opportunities aligned with the principles of Public Waldorf Education.

Although SCCCS continues to focus on improving ELA and Mathematics outcomes for all students and significant student groups, the Charter School has demonstrated positive growth trends in multiple areas, including Chronic Absenteeism and overall student engagement. SCCCS remains committed to supporting Hispanic students, ELs, SWD, Homeless Youth, and SED students through expanded interventions, wellness and counseling supports, attendance improvement initiatives, enrichment opportunities, and strong family and community partnerships.

SCCCS appreciates the collaborative efforts of its staff, families, Board, and community partners in supporting continuous improvement and sustaining systems designed to meet the diverse academic, social emotional, and developmental needs of all students.

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.

SCCCS, nor SCCCS II, is not eligible for Comprehensive Support and Instruction ("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.

SCCCS, nor SCCCS II, is not eligible for Comprehensive Support and Instruction ("CSI").

Monitoring and Evaluating Effectiveness

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

SCCCS, nor SCCCS II, is not eligible for Comprehensive Support and Instruction ("CSI").

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers, administrators and other school personnel	Engaged in collecting feedback on the goals and actions with teachers, administrators, and other school personnel during staff meetings called LCAP Engagement. 5/21/26 The data, goals, and actions were discussed. Additionally, staff surveys were used to inform the LCAP. 5/13/26-5/22/26
Parents/Guardians	Engaged in collecting feedback on the goals and actions with parents/guardians during Parent Community Council meetings called LCAP Engagement. 6/1/26 The data, goals, and actions were discussed. Additionally, parent/guardian surveys were used to inform the LCAP. 5/13/26-5/22/26
Students	Engaged in collecting feedback on the survey on the goals and actions with middle school students. 5/13/26-5/22/26
Local Bargaining Units (Certificated and Classified)	SCCCS II does not have local bargaining units.
Parent Advisory Committee	LCAP was presented to the Parent Community Council in accordance with Education Code Section 52062(a)(1). The Executive Director responded to all comments in writing. 6/1/26
English Learner Advisory Committee	SCCCS II does not meet the requirement to hold ELAC meetings because there are fewer than 21 students who are ELs.
Student Advisory Committee	LCAP was presented to middle school students in accordance with Education Code Section 52062(a)(1). The Executive Director responded to all comments in writing. 5/28/26
SELPA	SCCCS II consulted with its SELPA to determine that specific actions for individuals with exceptional needs are included in the LCAP in accordance with Education Code Section 52062(a)(5). 5/19/26
Public Comment	The public comment period or notification to members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the LCAP in accordance with Education Code section 52062(a)(3). 5/26/26-6/4/26
Public Hearing	6/4/26 that SCCCS II held at least one public hearing in accordance with Education Code section 52062(b)(1).
Adoption by the Board of Directors	6/23/26 the SCCCS II of Directors adopted the LCAP in a public meeting in accordance with Education Code section 52062(b)(2).
Budget Adoption and Local Indicator Report to Board of Directors	The Progress on Local Indicators and the Annual Update for SCCCS was presented and reviewed by the Board on 6/23/26. The SCCCS II Budget Overview for Parents, Budget, and LCAP were adopted by the Board on 6/4/26 in accordance with Education Code section 52062(b)(2).

Insert or delete rows, as necessary.

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

The adopted LCAP was influenced by extensive feedback gathered from educational partners through meetings, surveys, discussions, and engagement activities conducted throughout the LCAP development process. Educational partners, including teachers, administrators, classified staff, parents/guardians, students, and community members, provided input regarding student achievement, school climate, attendance, communication, parent involvement, enrichment, and student support. Feedback from teachers, administrators, and other school personnel emphasized the need to continue strengthening academic intervention, data analysis, MTSS, RtI2, PBIS, professional development, teacher and paraprofessional collaboration, and support for students who are not yet meeting standards, including ELs, SED students, SWD, and students needing additional social emotional support. Parents and guardians provided feedback requesting continued communication, opportunities for parent involvement, attendance support, a safe and inclusive Charter School climate, enrichment opportunities, and continued focus on the whole child through Waldorf aligned instruction and student support services. Student feedback highlighted the importance of feeling safe, connected, and supported at the Charter School, as well as the need for clubs, activities, positive behavior incentives, peer mediation, restorative practices, and opportunities that promote belonging and student voice. Input from educational partners as a whole influenced the adopted LCAP by reinforcing the need to continue actions focused on academic achievement, positive school climate and culture, social emotional well-being, attendance improvement, family engagement, professional collaboration, and enrichment opportunities that support student success.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	Student Achievement: SCCCS II will improve student achievement in English Language Arts, Mathematics, and Science for all students and significant subgroups to encourage students to become lifelong knowledge seekers.	Broad

State Priorities addressed by this goal.

1 Basic Services: Teachers appropriately assigned and credentialed/meet ESSA requirements; Every student has sufficient access to standards-aligned instructional materials. 2 Implementation of State Standards: Implementation of the academic content and performance standards adopted by the state board. English Learners will access the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency. 4 Pupil Achievement: Percentage of all students and significant subgroups who score meet or exceed standard mastery on the SBAC will increase in ELA and Math; Percentage of English Learners demonstrating growth of one or more levels on the ELPAC will increase. Percentage of English Learners who reclassify as fluent English proficient will increase. Percentage of English Learners who have not reclassified in 5 years LTELs will decrease.
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An explanation of why the LEA has developed this goal.

SCCCS II developed this goal based on analysis of State and local data demonstrating the need to continue improving student achievement in English Language Arts, Mathematics, Science, and English language proficiency for all students and significant student groups. SCCCS II is committed to ensuring all students have equitable access to rigorous, standards aligned instruction, high quality instructional materials, effective teachers, intervention supports, enrichment opportunities, and instructional strategies aligned with the core principles of Public Waldorf Education. The 2025 California Dashboard indicates that SCCCS English Language Arts performance was Overall “Medium” at 33.7 points below standard and increased 12.9 points from the prior year. Hispanic students were also “Medium” at 47 points below standard and increased 21.6 points. The following student groups had no performance color due to subgroup size: ELs at 57.9 points below standard; Two or More Races at 10.3 points below standard, declined 8 points; SED students at 21.8 points below standard, increased 40.5 points; SWD at 98.3 points below standard, declined 38 points; and White students at 40.3 points below standard, increased 17.7 points. The 2025 California Dashboard indicates that SCCCS Mathematics performance was Overall “Medium” at 58.3 points below standard and increased 23.6 points from the prior year. Hispanic students were also “Medium” at 74.4 points below standard and increased 14.3 points. The following student groups had no performance color due to subgroup size: ELs at 80.9 points below standard; Two or More Races at 51.3 points below standard, increased 15 points; SED students at 82.3 points below standard, increased 4.2 points; SWD at 141.8 points below standard, declined 11 points; and White students at 64.3 points below standard, increased 30.1 points.

The 2025 Dashboard indicates “No Performance Color” for the English Learner Progress Indicator due to fewer than 11 ELs tested on the ELPAC. SCCCS II recognizes the importance of continuing designated and integrated ELD instruction and providing targeted support to ensure ELs progress toward English proficiency and are reclassified in a timely manner.

SCCCS II also reviewed local assessment data, including NWEA MAP and CAST Science results, which demonstrated a continued need to strengthen literacy, mathematics, writing, scientific reasoning, and intervention supports while also providing acceleration opportunities for academically high achieving students. SCCCS II developed this goal to ensure that all students, including Hispanic students, ELs, SWD, and SED students, receive the academic, instructional, and social emotional supports necessary to improve achievement outcomes and become lifelong learners and critical thinkers.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Appropriately assigned and fully credentialed teachers	SCCCS 46.7% Clear 20% Intern 26.7% Ineffective 6.7% Incomplete Data Year: 2021-22 Data Source: DataQuest	SCCCS 55.6% Clear 16.7% Intern 22.2% Ineffective 0.0% Incomplete 5.6% Unknown Data Year: 2022-23 Data Source: DataQuest	SCCCS 75.7% Clear 10.8% Out of Field 0% Intern 13.5% Ineffective 0.0% Incomplete 0% Unknown Data Year: 2023-24 Data Source: DataQuest	SCCCS II 80% Clear 20% Intern 20% Ineffective 0% Incomplete Data Year: 2024-25 Data Source: DataQuest	Near Target Increased 29% Clear Increased 10.8% Out of Field Declined 20% Intern Declined 13.2% Ineffective Declined 6.7% Incomplete Met Target
1.2	Access to standards aligned instructional materials	SCCCS 100% of students with access to standards aligned instructional materials Data Year: 2023-24 Data Source: Local Indicators	SCCCS 100% of students with access to standards aligned instructional materials Data Year: 2024-25 Data Source: Local Indicators	SCCCS II 100% of students with access to standards aligned instructional materials Data Year: 2025-26 Data Source: Local Indicators	SCCCS II 100% of students with access to standards aligned instructional materials Data Year: 2026-27 Data Source: Local Indicators	Met Target
1.3	Implementation of standards for all students and enable ELs access to CCSS and ELD standards	SCCCS Full Implementation Data Year: 2022-23 Data Source: Dashboard Fall 2023	SCCCS Full Implementation Data Year: 2023-24 Data Source: Dashboard Fall 2024	SCCCS Full Implementation & Sustainability Data Year: 2024-25 Data Source: Dashboard Fall 2025	SCCCS II Full Implementation & Sustainability Data Year: 2025-26 Data Source: Dashboard Fall 2026	Met Target

1.4	SBAC ELA	SCCCS 2022-23 ELA “Low” Distance from Standard	SCCCS 2023-24 ELA “Medium” Distance from Standard	SCCCS 2024-25 ELA “Medium” Distance from Standard	SCCCS II 2025-26 ELA Distance from Standard	SBAC ELA OUTCOMES
		Overall: -46.6 HISP: -68.6 Data Year: Spring 2023 Data Source: Dashboard	Overall: -33.7 HISP: -47 SED: -21.8 EL: -57.9 SWD: -98.3 White: -40.3 2 More: -10.3 Data Year: Spring 2024 Data Source: Dashboard	Overall: -22 HISP: -15.6 SED: -41.2 EL: Too Few SWD: Too Few White: -33.8 2 More: Too Few Data Year: Spring 2025 Data Source: Dashboard	Overall: 13.4 HISP: -8.6 Data Year: Spring 2026 Data Source: Dashboard	Overall: Increased 24.6 points HISP: Increased 53 points SED: Increased 21.1 points White: Increased 24.2 points
		Percent Meets and Exceeds: Overall: 30.95% HISP: 21.88% SED: 23.33% SWD: 27.27% Data Year: Spring 2023 Data Source: CAASPP Student Scores	Percent Meets and Exceeds: Overall: 37.78% HISP: 36.36% SED: 53.57% SWD: Too Few White: 34.38% 2 More: 38.09% Data Year: Spring 2024 Data Source: CAASPP Student Scores	Percent Meets and Exceeds: Overall: 44.3% HISP: 48.15% SED: 38.46% SWD: Too Few White: 36.36% 2 More: 45.45% Data Year: Spring 2025 Data Source: CAASPP Student Scores	Percent Meets or Exceeds: Overall: 45.95% HISP: 36.88% SED: 38.33% SWD: 42.27% Data Year: Spring 2026 Data Source: CAASPP Student Scores	Percent Meets and Exceeds: Overall: Increased 13.8% HISP: Increased 26.27% SED: Increased 15.13% White: Increased 11.36% 2 More: Declined 9.55%

1.5	SBAC Math	SCCCS 2022-23 Math "Low" Distance from Standard Overall: -81.9 HISP: -68.6 Data Year: Spring 2023 Data Source: Dashboard Percent Meets or Exceeds: Overall: 9.52% HISP: 3.13% SED: 6.66% SWD: 9.09% Data Year: Spring 2023 Data Source: CAASPP Student Scores	SCCCS 2023-24 Math "Medium" Distance from Standard Overall: -58.3 HISP: -74.4 SED: -82.3 EL: -80.9 SWD: -141.8 White: -64.3 2 More: -51.3 Data Year: Spring 2024 Data Source: Dashboard Percent Meets or Exceeds: Overall: 23.86% HISP: 15.15% SED: 11.11% SWD: Too Few White: 30.00% 2 More: 28.57% Data Year: Spring 2024 Data Source: CAASPP Student Scores	SCCCS 2024-25 Math "Low" Distance from Standard Overall: -58.9 HISP: -64 SED: -84.7 EL: Too Few SWD: Too Few White: -58.6 2 More: Too Few Data Year: Spring 2025 Data Source: Dashboard Percent Meets or Exceeds: Overall: 18.99% HISP: 25.92% SED: 11.54% SWD: Too Few White: 12.12% 2 More: 9.09% Data Year: Spring 2025 Data Source: CAASPP Student Scores	SCCCS II 2025-26 Math Distance from Standard Overall: -21.9 HISP: -8.6 Percent Meets or Exceeds: Overall: 24.52% HISP: 18.13% SED: 21.66% SWD: 24.09% Data Year: Spring 2026 Data Source: CAASPP Student Scores	SBAC Math OUTCOMES Overall: Increased 23 points HISP: Increased 24.7 points SED: Increased 1.8 points White: Increased 35.7 points Percent Meets or Exceeds: Overall: Increased 9.47% HISP: Increased 22.79% SED: Increased 4.88% White: Increased 8.55% 2 More: Declined 10.91%
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1.6	CAST Science	SCCCS Overall: 28.57% Data Year: Spring 2023 Data Source: CAASPP Student Scores	SCCCS Overall: 22.58% Data Year: Spring 2024 Data Source: CAASPP Student Scores	SCCCS Overall: 31.82% Data Year: Spring 2025 Data Source: CAASPP Student Scores	SCCCS II Overall: 43.57% Data Year: Spring 2026 Data Source: CAASPP Student Scores	Increased 3.25%
1.7	ELA Local Assessment – MAP	SCCCS 42% of students met growth target Data Year: 2023-24 Data Source: MAP Data	SCCCS Met Growth Target ELA 48% of students met growth target Grades/% Made Growth 2 22% 3 36% 4 33% 5 50% 6 75% 7 83% 8 40% Data Year: 2024-25 Data Source: MAP Data	SCCCS II Met Growth Target ELA 38% of students met growth target Grades/% Made Growth 2 30% 3 27% 4 28% 5 20% 6 83% 7 33% 8 40% Data Year: 2025-26 Data Source: MAP Data	SCCCS II Met Growth Target ELA 57% of students met growth target Data Year: 2026-27 Data Source: Local Data	ELA Percent of students met growth target – Declined 10% Grades/% Made Growth 2 Increased 8% 3 Declined 9% 4 Declined 5% 5 Declined 30% 6 Increased 8% 7 Declined 0% 8 Maintained %

1.8	Math Local Assessment – MAP	SCCCS 38% of students met growth target Data Year: 2023-24 Data Source: MAP Data	SCCCS Met Growth Target Math 52% of students met growth target Grades/% Made Growth 2 57% 3 68% 4 33% 5 40% 6 67% 7 17% 8 80% Data Year: 2024-25 Data Source: MAP Data	SCCCS II Met Growth Target Math 18% of students met growth target Grades/% Made Growth 2 13% 3 5% 4 15% 5 0% 6 31% 7 42% 8 50% Data Year: 2025-26 Data Source: MAP Data	SCCCS II Met Growth Target Math 53% of students met growth target Data Year: 2026-27 Data Source: Local Data	Math Percent of students met growth target – Declined 34% Grades/% Made Growth 2 Declined 44% 3 Declined 63% 4 Declined 18% 5 Declined 40% 6 Declined 36% 7 Increased 25% 8 Declined 30%
1.9	EL students making progress toward English Proficiency (English Learner Progress Indicator “ELPI”)	SCCCS ELPI has no performance color for 2023 ELPI Too Few Students Data Year: 2022-23 Data Source: DataQuest ELPAC Summative	SCCCS ELPI has no performance color for 2024 ELPI Too Few Students Data Year: 2023-24 Data Source: 2024 CA School Dashboard	SCCCS ELPI has no performance color for 2025 ELPI Too Few Students Data Year: 2024-25 Data Source: 2025 CA School Dashboard	SCCCS II ELPI will be equal to or near the State if there are enough ELs to be reported ELPI Data Year: 2025-26 Data Source: 2026 CA School Dashboard	Too Few Students

1.10	EL Reclassification Rate	SCCCS 4.9% of total enrollment have been reclassified to Reclassified Fluent English Proficient “RFEP” Data Year: 2023-24 Data Source: Dataquest	SCCCS 4.4% of total enrollment have been reclassified to Reclassified Fluent English Proficient “RFEP” Data Year: 2024-25 Data Source: Dataquest	SCCCS II 1.8% of total enrollment have been reclassified to Reclassified Fluent English Proficient “RFEP” Data Year: 2025-26 Data Source: Dataquest	SCCCS II No LTELs in grades 6, 7, 8 Data Year: 2026-27 Data Source: Dataquest	Met Target No LTELs in grades 6, 7, 8
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Grade	Total	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)
TK	29	89.7%	0.0%	0.0%	0.0%	10.3%
KN	40	95.0%	0.0%	0.0%	0.0%	5.0%
01	20	90.0%	0.0%	10.0%	0.0%	0.0%
02	25	96.0%	0.0%	4.0%	0.0%	0.0%
03	23	95.7%	0.0%	0.0%	4.3%	0.0%
04	28	85.7%	0.0%	14.3%	0.0%	0.0%
05	21	90.5%	0.0%	4.8%	4.8%	0.0%
06	15	100.0%	0.0%	0.0%	0.0%	0.0%
07	13	92.3%	0.0%	0.0%	7.7%	0.0%
08	11	90.9%	0.0%	0.0%	9.1%	0.0%

Goal Analysis for 2025-26

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

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

Overall, the actions were implemented as planned for SCCCS II. Appropriately staffing the school was implemented and positions filled, but the Choir Teacher retired and the general education teachers took over. Support for English Learners was implemented and the students received ELD. Support for Students with Disabilities was implemented, and the Charter School is in good standing with LACOE Charter

SELPA. Professional development was implemented and the focus was Data Analysis, MTSS, RtI2, and PBIS. SCCCS II will continue to ensure that new staff and teachers receive professional development in Extra Lesson, Alliance Public Waldorf tenets, and Mathematics. Technology Infrastructure and support were implemented. Intervention and supplemental materials were implemented, and the added focus will include academically high-achieving students. After school program was implemented, but summer school/intersession was not implemented due to the lack of ELOP funding. The Charter School does offer coverage from 7 AM to 4:30 PM. There was Reading Intervention provided after-school and two tutorial sessions offered. Writing program has been implemented, and SCCCS II will continue to prepare students for non-fiction writing tasks that align with SBAC.

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

The following SCCCS II actions had greater than 10% variance in Budgeted Expenditures and Estimated Actual Expenditures:

Action 4 (Professional Development): Actual expenditures \$35,265; Budgeted Expenditures: \$30,197. This is an increase of 17% of budgeted expenditure. The increase was due to additional professional development needs related to data analysis, MTSS, RtI2, PBIS, Public Waldorf Education practices, and instructional support for teachers and staff.

Action 7 (After-School Program and Intersession) Actual expenditures \$13,001; Budgeted Expenditures: \$72,915. The decrease was due to SCCCS II not receiving ELOP funding, which limited the Charter School's ability to fully implement the planned after-school and intersession program.

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

Overall, the actions were effective as planned for SCCCS II. Appropriately staffing the school was effective and positions filled, but the Choir Teacher retired and the general education teachers took over. Support for English Learners was effective and the students received ELD. Support for Students with Disabilities was effective, and the Charter School is in good standing with LACOE Charter SELPA. Professional development was effective and the focus was Data Analysis, MTSS, RtI2, and PBIS. SCCCS II will continue to ensure that new staff and teachers receive professional development in Extra Lesson, Alliance Public Waldorf tenets, and Mathematics. Technology Infrastructure and support were effective. Intervention and supplemental materials were effective, and the added focus will include academically high-achieving students. After school program was effective, but summer school/intersession was not implemented due to the lack of ELOP funding. The Charter School does offer coverage from 7 AM to 4:30 PM. There was Reading Intervention provided after-school and two tutorial sessions offered. Writing program has been effective, and SCCCS II will continue to prepare students for non-fiction writing tasks that align with SBAC.

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.

The SCCCS goal, metrics, and actions will continue for SCCCS II through 2026-27.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Appropriately Staff School	Implement a comprehensive core staffing plan to ensure appropriate staffing across all departments to provide basic services. Staffing will consider student enrollment, programmatic changes, and any vacancies or turnover in alignment with the school's mission, vision, and educational objectives. Develop a recruitment strategy to attract highly qualified candidates for all open positions reflective of the student body and community demographics. Continue strategies to ensure new teachers are supported and complete an induction program. Develop strategies to retain talented staff, onboard new staff, ensure a competitive compensation package, and evaluate all staff for continual improvement.	\$1,389,779	No
1.2	Support for English Learners	Provide each English Learner with integrated ELD in core content areas. Provide an appropriately credentialed teacher to provide designated ELD daily to each English Learner in leveled groups using ELD curriculum and monitoring the progress using the Sheltered Instruction Observation Protocol aligned strategies. Provide supplemental curricula to support the progress of English language acquisition and mastery leading to redesignation. Provide meaningful, ongoing professional development to support instructional strategies for English Learners. Teachers will develop a sound understanding of how to implement supports for English learners in the classroom, the English Learner Master Plan including reclassification criteria, the CA Roadmap for English Learners, impactful strategies for integrated ELD, and supporting the academic needs of dual identified students.	\$77,210	Yes
1.3	Support for Students with Disabilities	Support Students with Disabilities by ensuring enough staff (teachers and paraprofessionals) or outside service providers to ensure all students receive services outlined in Individual Educational Plans. Ensure compliance with SELPA policies, protocols, and participation. Ensure that all students improve academic acceleration of SWD to ensure goal attainment. Notify parents/guardians about progress toward goals. Ensure time for collaboration between special educators or providers with general education classroom teachers to ensure accommodations and other services provided. Ensure that all staff, especially special education teachers and staff, receive external professional development to address the needs of SWD.	\$439,825	No

	1.4 Professional Development	Provide meaningful and ongoing professional development opportunities for administrators, teachers and staff. Topics may include: • Understanding of Charter, Mission, Vision, and Core Values • Waldorf Program • 17 attendees at the Alliance for Public Waldorf Education • Parents/Guardians as Partners • Collaboration between General Education Teachers and Special Education Teachers • Monthly Staff Meeting with Special Education Teachers and Staff • Twice Weekly Leadership Team Meetings • Systematic ELD (English Learner Master Plan, ELA/ELD Standards, CA Roadmap for English Learners, ELD Curriculum) and Sheltered Instruction and Observation Protocol (“SIOP”) Aligned • Trauma Informed Instruction • Culturally Responsive Pedagogy • Personal and Professional Goal Setting and Planning for Advancement (Start of Year Check-In, Mid-Year Check-in, EOY Check-in) • English Learner Master Plan, ELA/ELD Standards, CA Roadmap for English Learners, Sheltered Instruction Observation Protocol (“SIOP”) • Differentiating and Using Instructional Strategies for English Learners, SWD, academically high achieving students, and academically low achieving students • Constructed Writing Response • Multi-Tier System of Supports (including RtI²) at OCDE • Positive Behavior Intervention Support • Circles Training (30 minutes once a week) • SST Process aligned with Waldorf • WASC Self-Study Meetings • Universal Templates Aligning State Standards to Waldorf Standards • Ongoing Training/Coaching to support on data analysis, supporting teachers and staff through implementation of curriculum as evidenced by lesson plans, pacing guides, master schedule, and walk-throughs, using effective and culturally responsive instructional strategies to scaffold student learning and differentiate instruction. Provide timely feedback and support to teaching staff. • Professional Learning Communities - review identified assessment data (academic and culture), to disaggregate the data, to determine strategies that will be utilized to address the needs of the identified students	\$75,886 Title II	Yes
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		• Opportunities for trainings (SELPA), workshops (OCDOE), and conferences (CSDC, CCSA, School Pathways, CharterSafe, Waldorf) Provide in-depth professional development for instructional aides. Topics may include: • Extra Lesson Training • Direct Service to Students • Small Group Instruction • Read – Write Connection • Effective Instructional Strategies • Effective Behavioral Redirection and De-Escalation Strategies • Supporting Enrichment Activities • Professionalism and Conduct (Tiered Approach)		
1.5	Technology Infrastructure and Support	Provide a robust technology infrastructure (hardware, software, internet access, etc.) to students and staff to support instructional goals. Ensure technological support is provided to teachers and staff to support instructional goals.	\$19,555	No
1.6	Intervention and Supplemental Materials	Provide support for identified students who will work in small groups and individually to increase academic skills in reading and math based on benchmark assessments (NWEA MAP). Screened all students K-2 for Dyslexia Screening through Amira and students who demonstrated difficulty with reading or teachers recognized reading challenges. The intervention will encourage the identified students to interact with the content standards through real world experiences. The intervention will use explicit strategies to remediate students' skills in literacy and numeracy. Supplemental materials, intervention instructional materials, and other online and text materials will be used. Implement a variety of supplemental, intervention, and instructional materials for use during intervention and in the classroom focused on reading and math. Students will use these programs during independent learning times while teachers work with small groups so that all students will continue to receive instruction at their level in addition to grade-level content. After-School Reading on Wednesday as possible for Reading Intervention. The supplemental materials will provide additional opportunities to remediate and accelerate academic skills.	\$8,001	Yes

1.7	After School Program and Intersession	Provide a robust after-school program and summer school (Intersession) for students. Provide after-school program and summer school to increase academic skills in reading, writing, speaking, and math. The focus will be to remediate academic skills and to provide enrichment activities. SCCCS II will provide a robust summer program for the identified students by providing summer school staff, instructional materials, supplies, snacks, meals, and teacher extra duty pay. SCCCS II will provide summer school to increase academic skills in ELA, Literacy and Math through an interdisciplinary approach and field trips.	\$127,944 ELOP	Yes
1.8	Writing Program	Teaching constructed writing responses to students in a TK-8 grade school guided by the Core Principles of Public Waldorf Education (Wonder, Surprise) is important because it helps develop proficiency, enhances critical thinking skills, and promotes cultural understanding. Constructed writing allows students to express themselves effectively in written form, strengthening their communication abilities. It also reinforces literacy skills while fostering deeper comprehension of content across various subjects.	\$0	No

Goal 2

Goal #	Description	Type of Goal
2	Student Engagement: SCCCS II will support the social emotional well-being of all students aligned to the tenets of Waldorf and enrichment activities in a safe, inclusive, personalized learning environment which fosters a strong relationship between teachers and students.	Broad

State Priorities addressed by this goal.

- 5 – Pupil Engagement – School Attendance Rate; Chronic Absenteeism Rate; Middle School Drop-Out
- 6 - School Climate – Suspension Rate; Expulsion Rate; Survey of students on the sense of school safety and connectedness
- 7 – Course Access - Broad course of study; Programs and services developed and provided to unduplicated pupils; Programs and services developed and provided to students with exceptional needs

An explanation of why the LEA has developed this goal.

SCCCS II developed this goal based on analysis of State and local data demonstrating the importance of supporting student engagement, social emotional well-being, attendance, school connectedness, and access to enrichment opportunities in order to improve overall student outcomes. SCCCS II recognizes that students are more successful academically when they feel safe, connected, supported, and engaged in a positive learning environment aligned with the core principles of Public Waldorf Education.

The 2025 California Dashboard indicates that SCCCS' Chronic Absenteeism Rate was Overall "Medium" at 21.3% chronically absent and declined 2.1% from the prior year. Hispanic students were "High" at 23.4% chronically absent and increased 5.3%. SED students were "Medium" at 16.7% chronically absent and declined 12.6%, while White students were "Medium" at 11.5% chronically absent and declined 5.2%. Students identifying as Two or More Races were "Low" at 9.4% chronically absent and declined 6.8%. The SWD subgroup had no performance level at 20% chronically absent and increased 2.6%. SCCCS II recognizes the need to continue strengthening attendance systems, family engagement, intervention supports, and school connectedness to improve daily attendance and reduce chronic absenteeism for all students and significant student groups.

The 2025 California Dashboard indicates that SCCCS maintained a "Very Low" Suspension Rate with 0% of students suspended at least one day. No students were suspended overall or within the significant student groups, including Hispanic students, SED students, White students, or students identifying as Two or More Races. SCCCS II is committed to maintaining a safe, inclusive, and supportive learning environment through restorative practices, PBIS, counseling services, social emotional learning, behavior supports, and strong teacher-student relationships.

Local data, including attendance rates, student climate surveys, and stakeholder feedback, demonstrated the importance of continuing enrichment opportunities, arts integration, experiential learning, counseling services, and relationship-based practices aligned with Waldorf education. Educational partners emphasized the importance of maintaining a positive school climate, strengthening student connectedness, supporting mental health and wellness, and ensuring students have access to a broad course of study and enrichment activities that support the development of the whole child.

SCCCS II developed this goal to ensure all students, including Hispanic students, ELs, SWD, Homeless Youth, and SED students, receive the social emotional, behavioral, and enrichment supports necessary to remain engaged in the Charter School community, develop positive relationships, and succeed academically and personally.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Facilities in good repair	SCCCS All facilities met “Good” repair Data Year: 2022-23 Data Source: SARC 2022-23 based on FIT	SCCCS All facilities met “Good” repair Data Year: 2023-24 Data Source: SARC 2023-24 based on FIT	SCCCS II All facilities met “Good” repair Data Year: 2025-26 Data Source: SARC 2025-26 based on FIT 10/25	SCCCS II All facilities met “Good” repair Data Year: 2025-26 Data Source: SARC 2025-26 based on FIT	Met Target
2.2	Attendance Rate	SCCCS 94.1% Data Year: 2023-24 Data Source: P-2 Report	SCCCS 95.13% Data Year: 2024-25 Data Source: P-2 Report	SCCCS II 94.15% Data Year: 2025-26 Data Source: P-2 Report	SCCCS II 96% Data Year: 2026-27 Data Source: P-2 Report	Did Not Meet Target Declined
2.3	Chronic Absenteeism Rate	SCCCS “Very High” All: 20.2% HISP: 23.4% SED: 29.3% WHT: 16.7% Data Year: 2022-23 Data Source: Dashboard 2023	SCCCS “Medium” All: 14.5% HISP: 21.3% SED: 16.7% SWD: 20% WHT: 11.5% 2 More: 9.4% Data Year: 2023-24 Data Source: Dashboard 2024	SCCCS “Medium” All: 12.1% HISP: 19% SED: 21.5% SWD: 18.2% WHT: 9.1% 2 More: 12.5% Data Year: 2024-25 Data Source: Dashboard 2025	SCCCS II All: <12% HISP: <12% SED: <12% WHT: <12% Data Year: 2025-26 Data Source: Dashboard 2026	Met Annual Target All: Declined 8.1% HISP: Declined 4.4% SED: Declined 7.8% SWD: Increased 0.8% WHT: Declined 7.6% 2 More: Declined 3.7%
2.4	Middle School Drop Out Rate	SCCCS 0% Data Year 2022-23 Data Source: CALPADS 8.1c	SCCCS 0% Data Year 2023-24 Data Source: CALPADS 8.1c	SCCCS 0% Data Year 2024-25 Data Source: CALPADS 8.1c	SCCCS II 0% Data Year 2026-27 Data Source: CALPADS 8.1c	Met Target

2.5	Suspension Rate	SCCCS “Very Low” All: 0% HISP: 0% SED: 0% WHT: 0% Data Year: 2022-23 Data Source: Dashboard 2023	SCCCS “Very Low” All: 0% HISP: 0% SED: 0% WHT: 0% Data Year: 2023-24 Data Source: Dashboard 2024	SCCCS “Medium” All: 0.6% HISP: 1.7% SED: 1.5% WHT: 0% Data Year: 2024-25 Data Source: Dashboard 2025	SCCCS II All: <1% HISP: <1% SED: <1% WHT: <1% Data Year: 2025-26 Data Source: Dashboard 2026	Met Target All: Increased 0.6% HISP: Increased 1.7% SED: Increased 1.5% WHT: Same
2.6	Expulsion Rate	SCCCS 0% for all students and significant student subgroups Data Year: 2022-23 Data Source: DataQuest Expulsion Rate	SCCCS 0% for all students and significant student subgroups Data Year: 2023-24 Data Source: DataQuest Expulsion Rate	SCCCS 0% for all students and all significant groups Data Year: 2024-25 Data Source: DataQuest Expulsion Rate	SCCCS II 0% for all students and significant student subgroups Data Year: 2025-26 Data Source: DataQuest Expulsion Rate	Met Target
2.7	Broad Course of Study	SCCCS 100% of students enrolled in Enrichment Courses Data Year: 2023-24 Data Source: Local Data	SCCCS 100% of students enrolled in Enrichment Courses Data Year: 2024-25 Data Source: Local Data	SCCCS II 100% of students enrolled in Enrichment Courses Data Year: 2025-26 Data Source: Local Data	SCCCS II 100% of students enrolled in Enrichment Courses Data Year: 2026-27 Data Source: Local Data	Met Target

2.8	Student Surveys on the sense of safety and school connectedness	SCCCS	SCCCS	SCCCS II	SCCCS II	Met Target
		85.7% of students feel quite or extremely safe.	80% of students feel quite or extremely safe.	88% of students feel quite or extremely safe.	80% of students feel quite or extremely safe.	Safety - Increased 8%
		77.2% have either a tremendous or quite a bit of a sense of belonging.	80% have either a tremendous or quite a bit of a sense of belonging.	83% have either a tremendous or quite a bit of a sense of belonging.	80% have either a tremendous or quite a bit of a sense of belonging.	Belonging - Increased 3%
		Data Year: 2023-24 Data Source: Local Data	Data Year: 2024-25 Data Source: Local Data	Data Year: 2025-26 Data Source: Local Data	Data Year: 2026-27 Data Source: Local Data	

Goal Analysis for 2025-26

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

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

Overall, the actions were implemented as planned for SCCCS II. Safe, Clean Facilities were implemented. Positive School Climate and Culture was implemented to include Yearbook Club and monthly assemblies. Families have been participating in Beautification and Play Dates. Attendance support was implemented but still needs to increase attendance rate using attendance recovery funds. Waldorf Tenets were implemented, and SCCCS II conducted a play in every class, played instruments and music, and added a music specialist to support the teachers. Student Health was implemented, screenings were conducted, students were trained, nurses supported students with disabilities, and safety plan was updated. School supplies were purchased, and students had access to materials. Mental Health support was implemented, and the part-time School Counselor attended the Charter School twice a week and the Psychologist supported students with disabilities as required by law (Assessment, etc.). Enrichment Activities were implemented and remain a success of the school to include the Parent Community Council's Morning Mingles and Family Field Trips.

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

The following SCCCS' actions had greater than 10% variance in Budgeted Expenditures and Estimated Actual Expenditures:

Action 1, Safe, Clean Facilities, had Actual Expenditures of \$218,129 and Budgeted Expenditures of \$255,405. This represents a decrease of approximately 15% from the budgeted expenditure. The decrease was due to facilities related costs being lower than projected as the Charter School managed site operations, maintenance, and facility needs within a more cost effective structure than originally budgeted.

Action 2, Positive School Climate and Culture, had Actual Expenditures of \$149,233 and Budgeted Expenditures of \$164,178. This represents a decrease of approximately 9% from the budgeted expenditure. Although this action did not exceed the 10% variance threshold, the decrease was due to staffing, supervision, PBIS, and school climate supports being implemented at a slightly lower cost than originally projected while still maintaining student safety, behavior supports, and positive school culture activities.

Action 3, Attendance Support, had Actual Expenditures of \$11,582 and Budgeted Expenditures of \$8,647. This represents an increase of approximately 34% over the budgeted expenditure. The increase was due to the need for additional attendance outreach, family communication, monitoring, and intervention supports for students experiencing attendance concerns or chronic absenteeism.

Action 4, Waldorf Tenets, had Actual Expenditures of \$16,430 and Budgeted Expenditures of \$20,829. This represents a decrease of approximately 21% from the budgeted expenditure. The decrease was due to the Charter School using existing staff expertise and lower cost internal implementation supports to continue Waldorf aligned instruction, enrichment, and whole child practices.

Action 5, Student Health, had Actual Expenditures of \$1,000 and Budgeted Expenditures of \$2,295. This represents a decrease of approximately 56% from the budgeted expenditure. The decrease was due to student health needs and related supplies or services being lower than anticipated during the year.

Action 6, School Supplies, had Actual Expenditures of \$5,081 and Budgeted Expenditures of \$15,000. This represents a decrease of approximately 66% from the budgeted expenditure. The decrease was due to the Charter School using existing supplies, materials, and available resources before purchasing additional items, which reduced overall supply costs.

Action 7, Mental Health, had Actual Expenditures of \$21,043 and Budgeted Expenditures of \$92,379. This represents a decrease of approximately 77% from the budgeted expenditure. The decrease was due to SCCCS not receiving ELOP funding, which limited the scope of planned expanded mental health, after school, and intersession supports. The Charter School continued to provide mental health and student support services within available funding.

Action 8, Enrichment Activities, had Actual Expenditures of \$1,641 and Budgeted Expenditures of \$1,000. This represents an increase of approximately 64% over the budgeted expenditure. The increase was due to additional student enrichment opportunities, activities, and materials needed to support student engagement, belonging, and participation in the Charter School community.

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

Overall, the actions were effective as planned for SCCCS II. Safe, Clean Facilities were effective. Positive School Climate and Culture was effective to include Yearbook Club and monthly assemblies. Families have been participating in Beautification and Play Dates. Attendance support was effective but still needs to increase attendance. Waldorf Tenets were effective, and SCCCS II conducted a play in every class, played instruments and music, and added a music specialist to support the teachers. Student Health was effective, screenings were conducted, students were trained, nurses supported students with disabilities, and safety plan was updated. School supplies were purchased, and students had access to materials. Mental Health support was effective, and the part-time School Counselor attended the Charter School twice a week and the Psychologist supported students with disabilities as required by law (Assessment, etc.). Enrichment Activities were effective and remain a success of the school to include the Parent Community Council's Morning Mingles and Family Field Trips.

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.

The SCCCS goal, metrics, and actions will continue for SCCCS II through 2026-27.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Safe, Clean Facilities	Maintain a safe and clean school facility and environment for students. Custodians will continue to clean our facility regularly and address any cleaning associated with a virus (cold, flu, RSV, COVID, etc.). Maintain facility in good repair as measured by the FIT Report. Identified issues or needs will be tracked via the work order process and will be completed in a timely manner. Ensure the safety plan is fully implemented.	\$2,042,005	No
2.2	Positive School Climate and Culture	Support schoolwide Positive Behavior Intervention and Supports to ensure a positive school climate and culture. Provide supervision by school staff to provide a safe, healthy environment for students to support the social emotional well-being of students to improve social emotional skills and mental health. Track student behavior, provide intervention planning tools for individual students, and progress monitoring tools to determine whether the interventions are supporting students. Incentivize positive behavior through weekly drawings, incentives, and rewards for school competitions. Prioritize student activities, clubs, i.e. a Yearbook Club for grade 8 students as well as peer mediation training, and events to create a sense of belonging for students. Middle School Panel to address needs and concerns of students, teachers, and families. Ensure the work environment is collaborative and working with each other toward a common goal and there is time for teachers and paraprofessionals to collaborate for improved student achievement. Work directly with students and families to increase attendance and utilize alternative to suspensions through the practice of restorative justice practices which may include peer mediation, conflict resolution, restitution, Circles, peer tutoring, and incentives for positive behavior.	\$480,961 Title I Title IV	Yes

2.3	Attendance Support	Implement a culture of positive on-time attendance five days per week through attendance incentives, and positive recognition, to ensure positive daily attendance. Implement the Attendance Policy through parent phone calls, parent meetings, attendance contracts, letters, and interventions. Implement a prioritized system for identifying and serving students who are chronically absent based on results of each student's average daily attendance. Implement School Attendance Review Team ("SART") process with parent contact, parent letters, parent meetings, staff trainings on attendance, and immunizations.	\$0	No
2.4	Waldorf Tenets	Our approach, guided by the Core Principles of Public Waldorf Education, ensures that the arts are fully integrated throughout the curriculum. Students use high quality art materials such as beeswax crayons and other natural materials to provide a deeper connection to the earth and our history. Students explore visual and performing arts, painting, drawing, drama, singing, and instrumental music to enrich and enliven learning throughout the day. Additionally, recent research shows that students who study the Arts consistently perform better in academic pursuits.	\$22,110 Prop. 28	No
2.5	Student Health	Ensure that universal precautions to ensure the health of students. Address the physical needs of all students and monitor serious health concerns through monitoring medications and treatments by an outside service provider (School Nurse). Secure outside providers for vision and hearing screenings and puberty education in grade 5 and sex health education in grade 7 as required. Required drills will be conducted monthly, and the Comprehensive School Safety Plan will be updated annually and as needed.	\$1,000	No
2.6	School Supplies	Provide school supplies including borrowed Chromebooks returned at the end of the year, calculators, rulers, colored pencils, binders, pens, pencils, etc. so that the students have the materials needed to support their learning. Backpacks and school supplies will be provided to students based on need. School supplies provided to students will ensure that all students have the materials they need to fully participate in classroom learning.	\$10,606	Yes

2.7	Mental Health	The part-time School Counselor and part-time School Psychologist will address the social, emotional health and well-being of students. Provide one on one counseling, small group counseling, social skills groups, student, and family support, and overall support of the school climate and culture. They will support students impacted by trauma, social emotional challenges, and mental health issues. They will ensure that the Social Emotional Learning is implemented with fidelity, especially in the middle school. They will provide professional development to support teachers and staff to increase personal mental health and social emotional well-being to better support students. They will support the Positive Behavioral Intervention and Supports to ensure a positive school climate and culture by incentivizing positive behavior through Buddies, incentives, and rewards for school competitions. They will provide resources to students, parents, teachers, and staff on stress management, mindfulness, and restorative justice practices to increase personal mental health and social emotional well-being to better support students who have experienced trauma.	\$90,000	Yes
2.8	Enrichment Activities	Focus on enrichment, strong relationship building, school connectedness, attendance, and engagement to improve behavior, attendance and academic achievement. Ensure consistent, structured programming and opportunities for student choice. Provide enrichment activities and supplies for students to expand arts education, service learning, sports, and various outside events such as Pentathlon and Medieval Games, and festivals. Specific focus on developing the middle school structure to ensure development of self-management skills, self-regulation, critical thinking to create strong teacher-student relationships outside of core content areas.	\$4,958	No

Goal 3

Goal #	Description	Type of Goal
3	Parent and Community Engagement: SCCCS II's students, parents/guardians, teachers, staff, and community members will be contributing members of the school community through active engagement, communication, collaboration, and decision-making as partners in education to provide students with a well-rounded education.	Broad

State Priorities addressed by this goal.

- 3 – Parental Involvement – Efforts the school makes to seek parent input in decision-making; Efforts the Charter School makes to promote parental participation in programs for unduplicated pupils and individuals with exceptional needs
- 6 - School Climate –Survey of teachers and parents/guardians on the sense of school safety and connectedness

An explanation of why the LEA has developed this goal.

SCCCCS II developed this goal based on the belief that strong partnerships between students, parents/guardians, teachers, staff, and community members are essential to supporting student success, school connectedness, and the overall well-being of the Charter School community. SCCCS II recognizes that meaningful family engagement, communication, collaboration, and shared decision making positively impact student achievement, attendance, school climate, and social emotional development.

Educational partner feedback gathered through surveys, Parent Community Council meetings, LCAP engagement meetings, conferences, and stakeholder discussions demonstrated the importance of increasing communication, strengthening parent education opportunities, and creating additional opportunities for families to actively participate in the Charter School community. Parents/guardians emphasized the importance of understanding the principles of Public Waldorf Education, student expectations, volunteer opportunities, attendance expectations, and strategies to support learning and social emotional well-being at home. Staff and teachers also identified the need for improved communication systems, stronger collaboration with families, and additional opportunities for parent leadership and engagement.

Local data and stakeholder input also demonstrated the importance of maintaining a positive and welcoming Charter School climate where families, students, and staff feel connected, valued, and supported. Parent and staff surveys indicated that maintaining strong relationships, clear communication, and community involvement are important factors in promoting school safety, belonging, and student engagement. SCCCS II recognizes that educational partners play a critical role in identifying areas for continuous improvement and supporting implementation of the Charter School's mission, vision, and goals.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs	SCCCS Full Implementation and Sustainability Data Year: 2022-23 Data Source: Dashboard Fall 2023	SCCCS Full Implementation Data Year: 2023-24 Data Source: Dashboard Fall 2024	SCCCS Full Implementation Data Year: 2024-25 Data Source: Dashboard Fall 2025	SCCCS II Full Implementation and Sustainability Data Year: 2025-26 Data Source: Dashboard Fall 2026	Near Target
3.2	Parent Community Council	SCCCS 6 meetings per year Data Year: 2023-24 Data Source: Local Data	SCCCS 5 meetings per year Data Year: 2024-25 Data Source: Local Data	SCCCS II 8 meetings per year Data Year: 2025-26 Data Source: Local Data	SCCCS II 6 meetings per year Data Year: 2026-27 Data Source: Local Data	Exceeded Target
3.3	Parent Satisfaction with School Program	SCCCS 82.1% of parents/guardians responded favorably Data Year: 2023-24 Data Source: Local Data	SCCCS 94% of parents/guardians responded favorably Data Year: 2024-25 Data Source: Local Data	SCCCS II 94% of parents/guardians responded favorably Data Year: 2025-26 Data Source: Local Data	SCCCS II 80% of parents/guardians responded favorably Data Year: 2026-27 Data Source: Local Data	Met Target

3.4	Teacher/Staff Survey	SCCCS 100% of teachers and staff feel the school is safe 100% of teachers and staff feel the students are connected to the school community Data Year: 2023-24 Data Source: Local Data	SCCCS 100% of teachers and staff feel the school is safe 100% of teachers and staff feel the students are connected to the school community Data Year: 2024-25 Data Source: Local Data	SCCCS II 100% of teachers and staff feel the school is safe 100% of teachers and staff feel the students are connected to the school community Data Year: 2025-26 Data Source: Local Data	SCCCS II 100% of teachers and staff feel the school is safe 100% of teachers and staff feel the students are connected to the school community Data Year: 2026-27 Data Source: Local Data	Met Target
3.5	Parent Education Workshops	SCCCS 5 Parent Education Workshops per year Data Year: 2023-24 Data Source: Local Data	SCCCS 3 Parent Education Workshops per year Data Year: 2024-25 Data Source: Local Data	SCCCS II 15 Parent Education Workshops per year and EC Play Dates Data Year: 2025-26 Data Source: Local Data	SCCCS II 4 Parent Education Workshops per year Data Year: 2026-27 Data Source: Local Data	Exceeded Target

3.6	Festivals	SCCCS 4 per year Data Year: 2023-24 Data Source: Local Data	SCCCS 4 per year Data Year: 2024-25 Data Source: Local Data	SCCCS II 5 per year Special Friends and Family Day added this year Data Year: 2025-26 Data Source: Local Data	SCCCS II 4 per year Data Year: 2026-27 Data Source: Local Data	Exceeded Target
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Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

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

Overall, the actions were implemented as planned for SCCCS II. Parent and Community Engagement and Advisory was implemented, and there were two to three Class Parent Meetings each, Orientation, LCAP meetings, and other meetings. Parent Education was implemented through Class Parent Meetings. Parent Teacher Conferences were offered to all parents regardless of the student’s progress. Parent Communication was implemented, and the teachers use a communication model called Parent Square.

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

The following SCCCS II’s actions had greater than 10% variance in Budgeted Expenditures and Estimated Actual Expenditures:

Action 9, Parent Communication, had Actual Expenditures of \$19,620 and Budgeted Expenditures of \$15,828. This represents an increase of approximately 24% over the budgeted expenditure. The increase was due to expanded parent communication efforts, including additional outreach, family engagement activities, translation and communication supports, and increased staff time to strengthen communication with parents/guardians regarding student progress, attendance, school climate, and Charter School programs.

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

Overall, the actions were effective as planned for SCCCS II. Parent and Community Engagement and Advisory was effective, and there were two to three Class Parent Meetings each, Orientation, LCAP meetings, and other meetings. Parent Education was effective through Class Parent Meetings.. Parent Teacher Conferences were offered to all parents regardless of the student’s progress. Parent Communication was effective, and the teachers used a communication model called Parent Square.

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.

The SCCCS goal, metrics, and actions will continue for SCCCS II through 2026-27.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent and Community Engagement and Advisory	Host schoolwide events and assemblies to showcase student success to include Orientation, Curriculum Night, Parent Education Workshops, and other recruitment and engagement events to get families and community members involved with the school. Host Parent-Teacher Conferences to learn about student progress in the classroom. Host cultural events to strengthen school-home relationships and demonstrate support and respect for the community. Host Parent Volunteer Thank You Mornings. Administer a School Climate Survey annually. Encourage parents to take on additional leadership responsibilities in advisory groups to develop shared leadership and parent governance. Ensure compliant and functioning Parent Community Council and provide relevant materials and basic hospitality (water, snacks) for these meetings.	\$400	No
3.2	Parent Education	Lead Teachers (Kindergarten) will facilitate parent education at drop-off and pick-up. Every teacher provides robust parent education 2-3 times per year to ensure a partnership in the students' academic success, the importance of student attendance and engagement, taking an active or leadership role in the school, literacy, curriculum night, supporting social emotional and mental health for the family, and access to tools to support student learning at home which will ensure social emotional and mental health well-being for increased student engagement, attendance, connectedness, achievement, and self-esteem.	\$0	Yes
3.3	Parent Communication	Provide consistent communication to students, families, teachers, and staff through the communication application, Parent Square, in English and Spanish. Utilize the website, PCC newsletters, and informal discussions as well as an open-door policy to communicate student events, reminders, recruitment and enrollment. Five Minute Fridays weekly to remind families of the next week's happenings.	\$24,660	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$357,811	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.780%	0%	\$0	6.780%

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
	ELA Performance The SCCCS 2025 Dashboard indicates that English Language Arts performance was Overall “Medium” at 33.7 points below standard, increased 12.9 points from the prior year. The following student group was also “Medium”: Hispanic students at 47 points below standard, increased 21.6 points. The following student groups had no performance color due to subgroup size: ELs at 57.9 points below standard; Two or More Races at 10.3 points below standard, declined 8 points; SED students at 21.8 points below standard, increased 40.5 points; SWD at 98.3 points below standard, declined 38 points; and White students at 40.3 points below standard, increased 17.7 points. Math Performance The SCCCS 2025 Dashboard indicates that Mathematics performance was Overall “Medium” at 58.3 points below standard, increased 23.6 points from the prior year. The following student group was also “Medium”: Hispanic students at 74.4 points below standard, increased 14.3 points. The following student groups had no performance color due to subgroup size: ELs at 80.9 points below standard; Two or More Races at 51.3 points below standard, increased 15 points; SED students at 82.3 points below standard, increased 4.2 points; SWD at 141.8 points below standard, declined 11 points; and White students at 64.3 points below standard, increased 30.1 points. Science Performance The performance on CAST at SCCCS indicates that in 2025 was 31.82% of students in grades 5 and 8 only who scored met or exceeded standards mastery.	SCCCS II is committed to improving student achievement for all students and for significant subgroups (Hispanic/Latinx students and SED students), especially low-income students, foster youth, and English Learners. To this end, the teachers, staff, and administrators will receive intensive professional development to increase their ability to support the students. By using evidence-based intervention and supplemental materials, students will have the opportunity to accelerate their learning and close the achievement gap that is seen in ELA, math and science. Interventions will support individual and small group instruction in the classroom. The after-school program and summer school will focus on literacy, numeracy, and extended enrichment activities. All these actions will give priority to low-income students, foster youth, and English Learners then will be provided to all students schoolwide as all students will benefit from these extra academic supports.	1.1 Credentialed Teachers 1.2 Instructional Material 1.3 Implementation of Standards 1.4 SBAC ELA 1.5 SBAC Math 1.6 CAST Science 1.7 ELA Local Assessment 1.8 Math Local Assessment

2.2, 2.6, 2.7	Chronic Absenteeism Rate The SCCCS 2025 Dashboard indicates that the Chronic Absenteeism Rate was Overall “Medium” at 21.3% chronically absent, declined 2.1%. The following student group was “High”: Hispanic students at 23.4% chronically absent, increased 5.3%. The following student groups were “Medium”: SED students at 16.7% chronically absent, declined 12.6%, and White students at 11.5% chronically absent, declined 5.2%. The following student group was “Low”: Two or More Races at 9.4% chronically absent, declined 6.8%. The SWD subgroup had no performance level at 20% chronically absent, increased 2.6%. Suspension Rate The SCCCS 2025 Dashboard indicates that the Suspension Rate was Overall “Very Low” with 0% of students suspended at least one day, maintained 0%. No students were suspended overall or within any significant student group, including Hispanic students, SED students, White students, or students identifying as Two or More Races.	SCCCS II is committed to improving the attendance rate, reducing the chronic absenteeism rate, and the suspension rate for all students and for significant subgroups (Hispanic/Latinx students and SED students), especially low-income students, foster youth, and English Learners. To this end, students need to flourish in a positive school climate and culture. By creating a positive school climate and culture, students will be excited to come to school and learn in a nurturing school community. Students will be provided with school supplies needed to ensure access at school and home. Providing mental health will ensure a deep focus on social emotional learning and character development through counseling and resources to help students overcome trauma. All these actions will give priority to low-income students, foster youth, and English Learners then will be provided to all students schoolwide as all students will benefit from increased attendance rate and decreased chronic absenteeism rate and suspension rate.	2.2 Attendance Rate 2.3 Chronic Absenteeism Rate 2.4 Middle School Dropout Rate 2.5 Suspension Rate 2.6 Expulsion Rate 2.7 Broad Course of Study 2.8 Student Surveys on school safety and connectedness
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Parents must play an active role in the education of the students and in partnership with the school. Chronic Absenteeism Rate The SCCCS 2025 Dashboard indicates that the Chronic Absenteeism Rate was Overall “Medium” at 21.3% chronically absent, declined 2.1%. The following student group was “High”: Hispanic students at 23.4% chronically absent, increased 5.3%. The following student groups were “Medium”: SED students at 16.7% chronically absent, declined 12.6%, and White students at 11.5% chronically absent, declined 5.2%. The following student group was “Low”: Two or More Races at 9.4% chronically absent, declined 6.8%. The SWD subgroup had no performance level at 20% chronically absent, increased 2.6%. Suspension Rate The SCCCS 2025 Dashboard indicates that the Suspension Rate was Overall “Very Low” with 0% of students suspended at least one day, maintained 0%. No students were suspended overall or within any significant student group, including Hispanic students, SED students, White students, or students identifying as Two or More Races.	SCCCS II is committed to improving the academic achievement in ELA, Math, and Science attendance rate, reducing the chronic absenteeism rate, and the suspension rate for all students and for significant subgroups (Hispanic/Latinx students and SED students), especially low-income students, foster youth, and English Learners. To this end, SCCCS II will provide robust parent education through Parent Education to ensure a partnership in the students’ academic success, the importance of student attendance and engagement, taking an active or leadership role in the school, literacy, supporting social emotional and mental health for the family, and access to tools to support student learning at home which will ensure social emotional and mental health well-being for increased student engagement, attendance, connectedness, achievement, and self-esteem. This action will give priority to low income students, foster youth, and English Learners then will be provided to all students schoolwide as all students will benefit from active parent involvement through parent education and will result in increased academic achievement, increased attendance rate and decreased chronic absenteeism rate and suspension rate.	3.1 Parent Input and Participation 3.2 PCC Meetings 3.3 Parent Satisfaction Surveys 3.4 Teacher/Staff Surveys 3.5 Parent Education
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Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.2	English Learner Progress Indicator Increase English Learner Progress Indicator (“ELPI”) performance for ELs. The SCCCS 2025 Dashboard indicates “No Performance Color” for ELPI due to student privacy protections related to fewer than 11 ELs tested on the ELPAC. ELs receive designated and integrated ELD instruction from appropriately credentialed teachers and receive SDAIE instructional strategies across all core content areas. SCCCS II will continue to provide ELD instruction, monitoring, and targeted support services to improve English proficiency and academic achievement. SCCCS II’s goal is to support ELs in attaining English proficiency in the primary grades to prevent students from becoming Long Term English Learners (“LTELs”).	English Learners have the most opportunity for academic growth as measured by statewide assessment data on the ELPAC Provide each English Learner with integrated ELD in core content areas. Provide an appropriately credentialed teacher to provide designated ELD daily to each English Learner in leveled groups using ELD curriculum and monitoring the progress using the Sheltered Instruction Observation Protocol (SIOP). Provide supplemental curricula to support the progress of English language acquisition and mastery leading to redesignation. Provide meaningful, ongoing professional development to support instructional strategies for English Learners. Teachers will develop a sound understanding of how to implement supports for English learners in the classroom, the English Learner Master Plan including reclassification criteria, the CA Roadmap for English Learners, impactful strategies for integrated ELD, and supporting the academic needs of dual identified students. We expect that the ELPAC scores of English Learners to increase because the action focusing on high-quality instruction for the identified students.	1.9 ELPI 1.10 EL Reclassification Rate
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 Goal 1, Action 1.2, Support for English Learners, SCCCS II determined the contribution toward the proportional percentage by identifying the additional services provided specifically to English Learners beyond the base instructional program. The methodology included estimating the cost of the enhanced services that would otherwise need to be funded through LCFF expenditures, including designated ELD provided by an appropriately credentialed teacher, integrated ELD support in core content areas, leveled ELD instruction, ELD curriculum, progress monitoring using SIOP-aligned strategies, supplemental curriculum to support English language acquisition and reclassification, and professional development for teachers on the English Learner Master Plan, reclassification criteria, the California English Learner Roadmap, integrated ELD strategies, and support for dual-identified students.			

The estimated value of these services was used to determine the action's contribution toward the proportional percentage because the action is designed to increase and improve services for English Learners by providing targeted language development, academic access, monitoring, and instructional support that are above the core program provided to all students. SCCCS II will monitor the effectiveness of this action using ELPI and EL Reclassification Rate data, with the expectation that English Learners will demonstrate increased progress toward English proficiency and timely reclassification.

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.

For Goal 1, Action 1.1, Appropriately Staff School, SCCCS II will use the additional concentration grant add-on funding to increase and strengthen the number of staff providing direct services to students by supporting a comprehensive staffing plan aligned to student enrollment, program needs, and student needs. The funding will support the recruitment, hiring, onboarding, retention, and development of qualified staff who provide direct instructional and student support services, including classroom teachers, intervention staff, paraprofessionals, and other personnel who work directly with students.

SCCCS II will prioritize staffing that increases access to academic instruction, intervention, differentiated support, and small-group assistance for students who need additional services, including low-income students, English Learners, Foster Youth, Homeless Youth, students with disabilities, and students who are not yet meeting grade-level standards. The funding will also support strategies to retain effective staff, provide induction and onboarding for new teachers, maintain a competitive compensation package, and ensure staff are evaluated and supported for continuous improvement.

By aligning the concentration grant add-on funding to Action 1.1, SCCCS II will strengthen the Charter School's ability to provide direct services to students through stable, qualified, and appropriately assigned staff. This staffing approach is intended to improve student access to high-quality instruction, individualized support, intervention, and academic acceleration, while also supporting the Charter School's commitment to small class sizes, whole-child education, and equitable outcomes for all students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:16
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:8

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input/Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input/Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage Increase or Improvement from Prior Year (Input Percentage)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	\$ 5,275,624	\$ 357,811	6.780%	0.000%	6.780%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 4,066,435	\$ 629,577	\$ -	\$ 89,888	\$ 4,815,899.24	\$ 2,505,203	\$ 2,309,697

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services	
1	1	Appropriately Staff School	All	No	Schoolwide	N/A	SCCCS II	2026-27	\$ 1,389,779	\$ -	\$ 1,389,779	\$ -	\$ -	\$ -	\$ 1,389,779	0.000%	
1	2	Support for English Learners	EL	Yes	Limited	English Learners	SCCCS II	2026-27	\$	\$	\$ 77,210	\$ -	\$ -	\$ -	\$ 77,210	0.000%	
1	3	Support for Students with Disabilities	SWD	No	Schoolwide	N/A	SCCCS II	2026-27	\$ 339,309	\$ 100,516	\$ -	\$ -	\$ 411,633	\$ -	\$ 28,192	\$ 439,825	0.000%
1	4	Professional Development	EL, F.Y, LI	Yes	Schoolwide	All	SCCCS II	2026-27	\$	\$	\$ 75,886	\$ 68,692	\$ -	\$ -	\$ 8,194	\$ 76,886	0.000%
1	5	Technology Infrastructure and Support	All	No	Schoolwide	N/A	SCCCS II	2026-27	\$	\$	\$ 19,555	\$ -	\$ -	\$ -	\$ -	\$ 19,555	0.000%
1	6	Intervention and Supplemental Materials	EL, F.Y, LI	Yes	Schoolwide	All	SCCCS II	2026-27	\$	\$	\$ 8,001	\$ 8,001	\$ -	\$ -	\$ -	\$ 8,001	0.000%
1	7	After School Program and Intervention	EL, F.Y, LI	Yes	Schoolwide	All	SCCCS II	2026-27	\$ 127,944	\$ -	\$ -	\$ -	\$ 127,944	\$ -	\$ 127,944	0.000%	
1	8	Writing Program	All	No	Schoolwide	N/A	SCCCS II	2026-27	\$	\$	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
2	1	Safe, Clean Facilities	All	No	Schoolwide	N/A	SCCCS II	2026-27	\$	\$	\$ 2,042,005	\$ -	\$ -	\$ -	\$ 2,042,005	0.000%	
2	2	Positive School Climate and Culture	EL, F.Y, LI	Yes	Schoolwide	All	SCCCS II	2026-27	\$ 480,961	\$ -	\$ 427,469	\$ -	\$ -	\$ 53,502	\$ 480,961	0.000%	
2	3	Attendance Support	All	No	Schoolwide	N/A	SCCCS II	2026-27	\$	\$	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
2	4	Walldorf Tenets	All	No	Schoolwide	N/A	SCCCS II	2026-27	\$	\$	\$ 22,110	\$ -	\$ -	\$ -	\$ 22,110	0.000%	
2	5	Student Health	All	No	Schoolwide	N/A	SCCCS II	2026-27	\$	\$	\$ 1,000	\$ -	\$ -	\$ -	\$ 1,000	0.000%	
2	6	School Supplies	EL, F.Y, LI	Yes	Schoolwide	All	SCCCS II	2026-27	\$	\$	\$ 10,606	\$ -	\$ -	\$ -	\$ 10,606	0.000%	
2	7	Mental Health	EL, F.Y, LI	Yes	Schoolwide	All	SCCCS II	2026-27	\$ 90,000	\$ -	\$ -	\$ 90,000	\$ -	\$ -	\$ 90,000	0.000%	
2	8	Enrichment Activities	All	No	Schoolwide	N/A	SCCCS II	2026-27	\$	\$	\$ 4,958	\$ -	\$ -	\$ -	\$ 4,958	0.000%	
3	1	Parent and Community Engagement and Advisory	All	No	Schoolwide	N/A	SCCCS II	2026-27	\$	\$	\$ 400	\$ -	\$ -	\$ -	\$ 400	0.000%	
3	2	Parent Education	EL, F.Y, LI	Yes	Schoolwide	All	SCCCS II	2026-27	\$	\$	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
3	3	Parent Communication	All	No	Schoolwide	N/A	SCCCS II	2026-27	\$	\$	\$ 24,660	\$ -	\$ -	\$ -	\$ 24,660	0.000%	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant		2. Projected LCFF Supplemental and/or Concentration Grants		3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage from Prior Year	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds	
\$	5,275,624	\$	357,811	6.780%	0.000%	6.780%	\$	871,608	0.000%	16.521%	Total: \$	871,608
										LEA-wide Total: \$	-	
										Limited Total: \$	77,210	
										Schoolwide Total: \$	794,388	

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	Appropriately Staff School	No	Schoolwide		SCCCS II		0.000%
1	2	Support for English Learners	Yes	Limited	English Learners	SCCCS II	\$ 77,210	0.000%
1	3	Support for Students with Disabilities	No	Schoolwide		SCCCS II		0.000%
1	4	Professional Development	Yes	Schoolwide	All	SCCCS II	\$ 76,886	0.000%
1	5	Technology Infrastructure and Support	No	Schoolwide		SCCCS II		0.000%
1	6	Intervention and Supplemental Materials	Yes	Schoolwide	All	SCCCS II	\$ 8,001	0.000%
1	7	After School Program and Intersession	Yes	Schoolwide	All	SCCCS II	\$ 127,944	0.000%
1	8	Writing Program	No	Schoolwide		SCCCS II	\$ -	0.000%
2	1	Safe, Clean Facilities	No	Schoolwide		SCCCS II		0.000%
2	2	Positive School Climate and Culture	Yes	Schoolwide	All	SCCCS II	\$ 480,961	0.000%
2	3	Attendance Support	No	Schoolwide		SCCCS II		0.000%
2	4	Waldorf Tenets	No	Schoolwide		SCCCS II		0.000%
2	5	Student Health	No	Schoolwide		SCCCS II		0.000%
2	6	School Supplies	Yes	Schoolwide	All	SCCCS II	\$ 10,606	0.000%
2	7	Mental Health	Yes	Schoolwide	All	SCCCS II	\$ 90,000	0.000%
2	8	Enrichment Activities	No	Schoolwide		SCCCS II		0.000%
3	1	Parent and Community Engagement and Ai	No	Schoolwide		SCCCS II		0.000%
3	2	Parent Education	Yes	Schoolwide	All	SCCCS II	\$ -	0.000%
3	3	Parent Communication	No	Schoolwide		SCCCS II		0.000%

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 1,986,513.50	\$ 1,790,836.22

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	Appropriately Staff School	No	\$ 857,767	\$ 871,758
1	2	Support for English Learners	Yes	\$ 47,654	\$ 48,431
1	3	Support for Students with Disabilities	No	\$ 375,028	\$ 352,684
1	4	Professional Development	Yes	\$ 30,197	\$ 35,265
1	5	Technology Infrastructure and Support	No	\$ 20,523	\$ 19,030
1	6	Intervention and Supplemental Materials	Yes	\$ 6,469	\$ 6,510
1	7	After School Program and Intersession	Yes	\$ 72,915	\$ 13,001
1	8	Writing Program	No	\$ -	
2	1	Safe, Clean Facilities	No	\$ 255,405	\$ 218,129
2	2	Positive School Climate and Culture	Yes	\$ 164,178	\$ 149,233
2	3	Attendance Support	No	\$ 8,647	\$ 11,582
2	4	Waldorf Tenets	No	\$ 20,829	\$ 16,430
2	5	Student Health	No	\$ 2,295	\$ 1,000
2	6	School Supplies	Yes	\$ 15,000	\$ 5,081
2	7	Mental Health	Yes	\$ 92,379	\$ 21,043
2	8	Enrichment Activities	No	\$ 1,000	\$ 1,641
3	1	Parent and Community Engagement and Advisory	No	\$ 400	\$ 400
3	2	Parent Education	Yes	\$ -	
3	3	Parent Communication	No	\$ 15,828	\$ 19,620

2025-26 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)
\$ 211,458	\$ 428,792	\$ 278,564	\$ 150,228	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	2	Support for English Learners	Yes	\$ 47,654	\$48,431	0.000%	0.000%
1	4	Professional Development	Yes	\$ 30,197	\$35,265	0.000%	0.000%
1	6	Intervention and Supplemental Materials	Yes	\$ 6,469	\$6,510	0.000%	0.000%
1	7	After School Program and Intersession	Yes	\$ 72,915	\$13,001	0.000%	0.000%
2	2	Positive School Climate and Culture	Yes	\$ 164,178	\$149,233	0.000%	0.000%
2	6	School Supplies	Yes	\$ 15,000	\$5,081	0.000%	0.000%
2	7	Mental Health	Yes	\$ 92,379	\$21,043	0.000%	0.000%
3	2	Parent Education	Yes	\$ -		0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage from Prior Year	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$2,729,209	\$211,458	0.000%	7.748%	\$ 278,564	0.000%	10.207%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive SCCCS IIs 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.

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.

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.
- 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.

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 sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

Local Control and Accountability Plan Instructions

- 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 \(California Legislative Information\)](#);
 - **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **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

Local Control and Accountability Plan Instructions

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 SCCCS II's 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

Local Control and Accountability Plan Instructions

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:

Local Control and Accountability Plan Instructions

(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 holistic 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\(b\)\(1\) \(California Legislative Information\)](#) 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.
Local Control and Accountability Plan Instructions

- 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.

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 <i>California Code of Regulations</i>, 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	
• 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 <i>EC</i> Section 306, provided to students, and ○ Professional development for teachers.	
Local Control and Accountability Plan Instructions	

- 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.
- 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.
- 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.

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 SCCCS Ilion 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 SCCCS ilion 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 of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

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

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

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