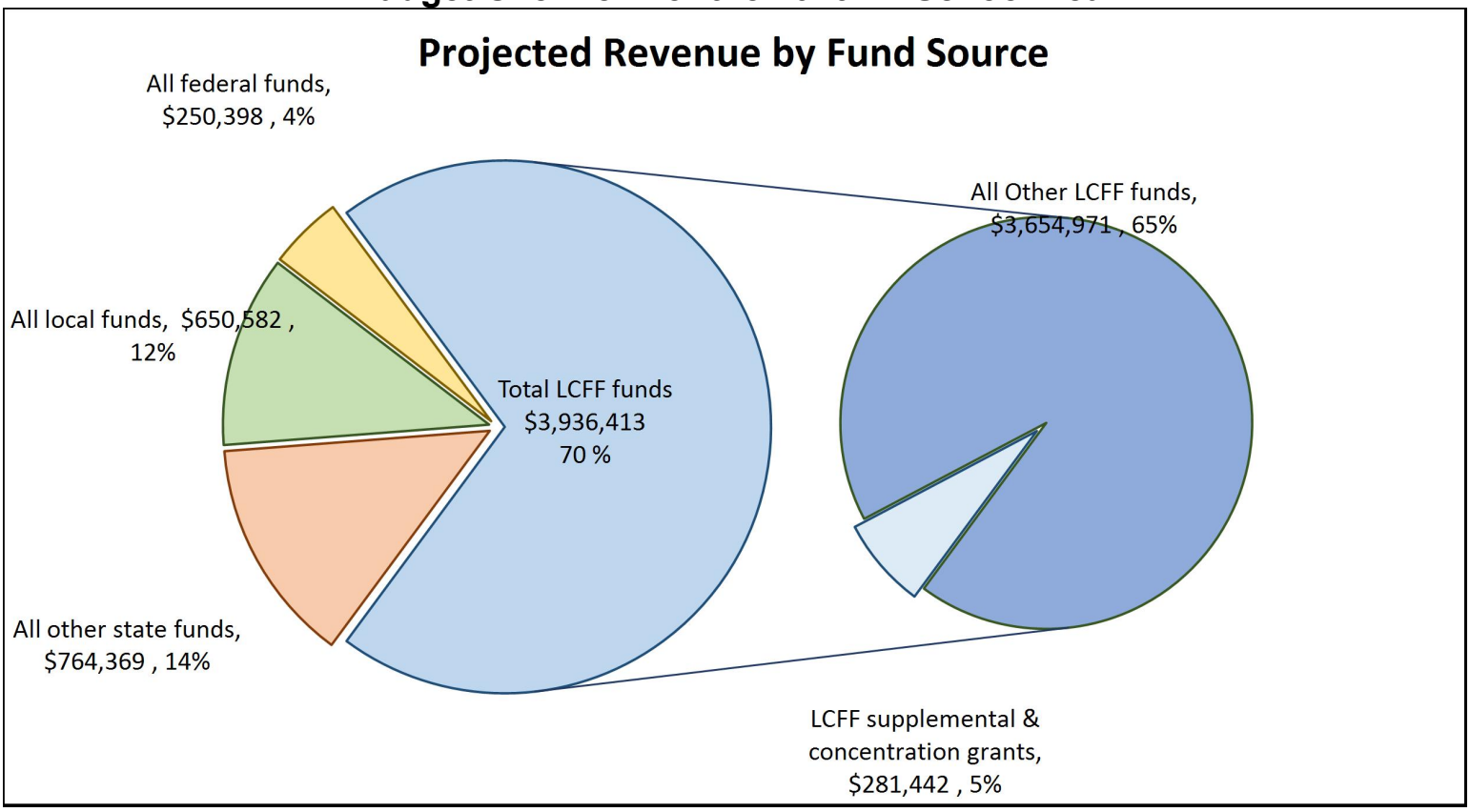
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Valley Charter Elementary School
CDS Code: 19647330122754
School Year: 2026-27
LEA contact information:
Carolyn Yaffe
Executive Director
cyaffe@valleycharterschool.org
(818) 810-6713

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

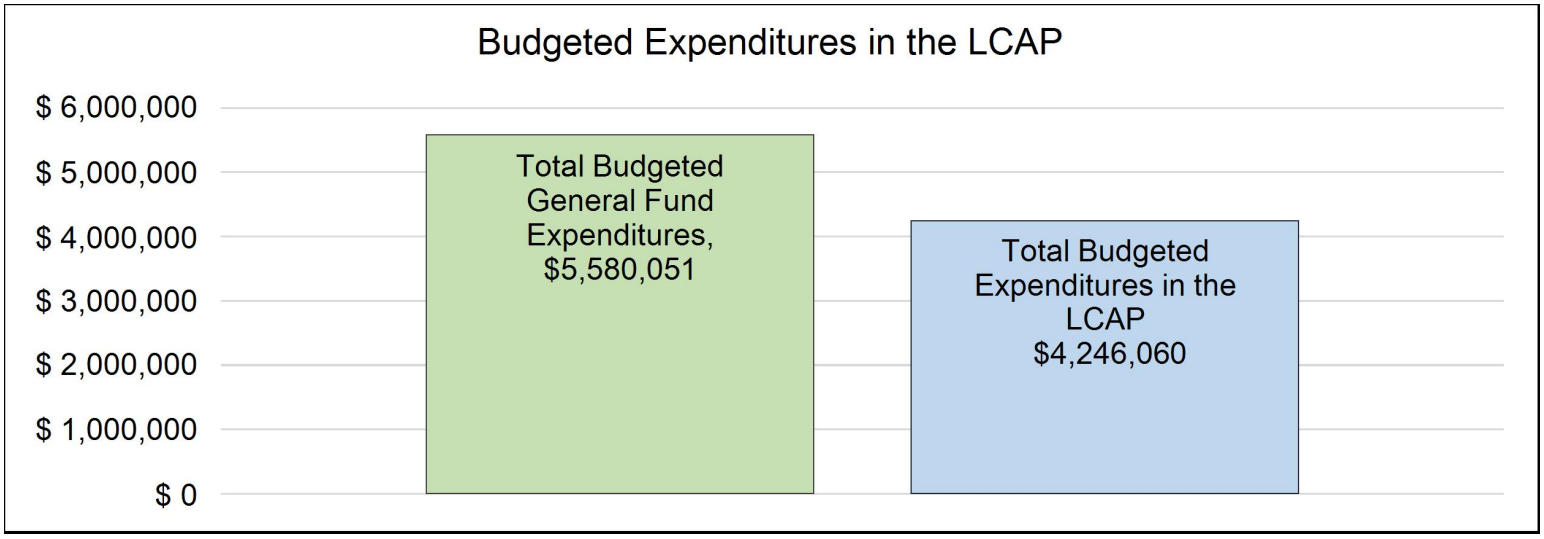


This chart shows the total general purpose revenue Valley Charter Elementary School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Valley Charter Elementary School is $5,601,762, of which $3936413 is Local Control Funding Formula (LCFF), $764369 is other state funds, $650582 is local funds, and $250398 is federal funds. Of the $3936413 in LCFF Funds, $281442 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Valley Charter Elementary School 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: Valley Charter Elementary School plans to spend $5580051 for the 2026-27 school year. Of that amount, $4246060 is tied to actions/services in the LCAP and $1,333,991 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

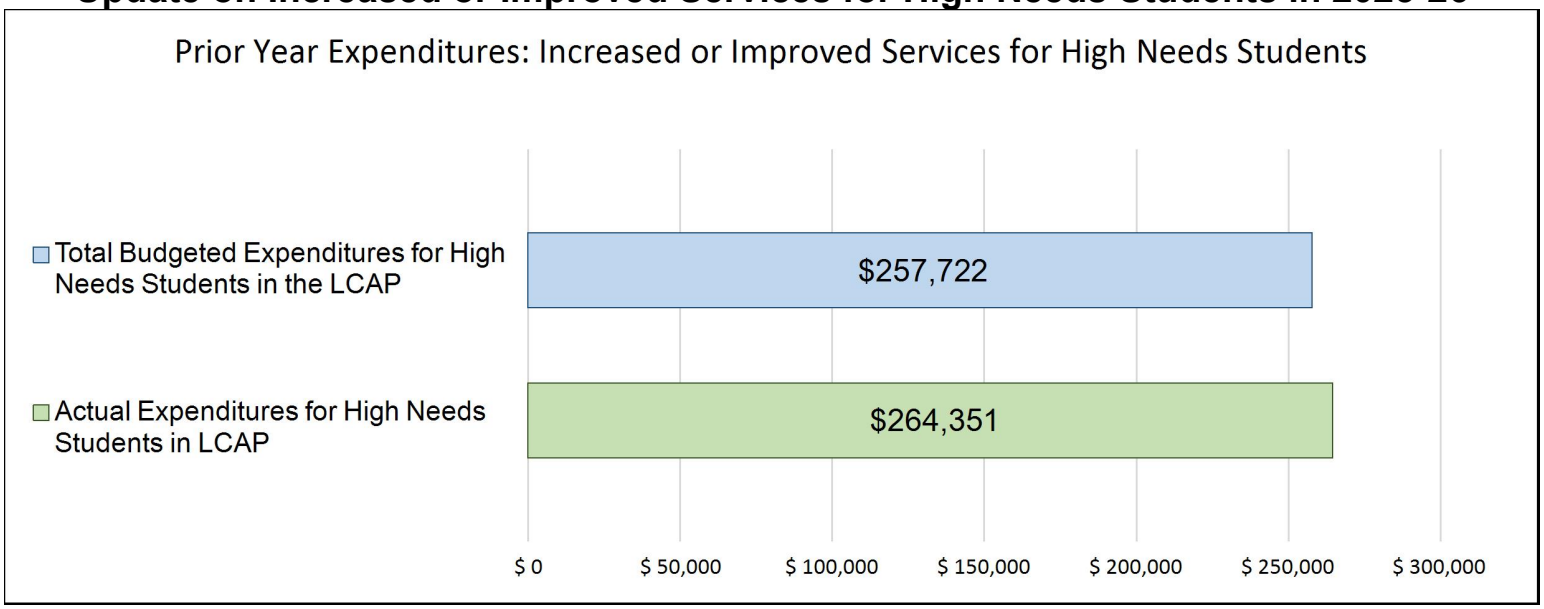
Nutrition program, home office expense, and other operational expenses.

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

In 2026-27, Valley Charter Elementary School is projecting it will receive $281442 based on the enrollment of Foster Youth, English learner, and low-income students. Valley Charter Elementary School must describe how it intends to increase or improve services for high needs students in the LCAP. Valley Charter Elementary School plans to spend $358114 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 Valley Charter Elementary School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Valley Charter Elementary School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Valley Charter Elementary School's LCAP budgeted $257722 for planned actions to increase or improve services for high needs students. Valley Charter Elementary School actually spent $264351 for actions to increase or improve services for high needs students in 2025-26.

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
Valley Charter Elementary School	Carolyn Yaffe Executive Director	cyaffe@valleycharterschool.org (818) 810-6713

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. LEAs may also provide information about their strategic plan, vision, etc.

Valley Charter Elementary School (VCES) was founded in 2010 and currently serves 301 students in grades TK-5. Our work is framed by the five design elements below. Our student population reflects design element five, which is our commitment to building intentionally diverse schools. VCES student demographic data currently reflects the rich diversity of the San Fernando Valley. Our 2025 student demographic information from the California Dashboard is as follows:

Socioeconomically disadvantaged: 37.3%
White: 26.8%
Hispanic: 49.2%
African American: 2.7%
Two or more races: 8.5%
English learners: 11.9%
Students with disabilities: 16.6%
Foster youth: 0.3%

VCS Design Elements
Design Element 1: We value process over product. Learning is experiential, interdisciplinary, collaborative, and relevant to students' lives.
Design Element 2: Social-emotional development and self-advocacy are the foundational principles of student learning and personal growth.
Design Element 3: We develop effective communicators who are able to connect with varies audiences.

Design Element 4: Learning is a social process accomplished through authentically collaborative work.
Design Element 5: We are committed to building intentionally diverse schools. Our core values and foundational principles are authentically realized through this diverse community.

Valley Charter Elementary is designated as a high performing school by the state of California and does not require comprehensive or targeted support by the state of California.

The instructional program at Valley Charter Schools is organized to reflect our design elements and prepare students effectively for the next level of schooling, and ultimately for college and career readiness. The design and selection of curricular materials are driven by a constructivist, project-based approach to standards' mastery. We cultivate joy, curiosity, and engagement in our classrooms and are focused on bringing learning to life in service of developing life-long learners.

Valley Charter Elementary core program elements:
-Singapore math
-Balanced literacy through reading workshop and phonics instruction
-Writing workshop
-Project-based learning (PBL) for science and history standards
-Physical education
-Music as a stand-alone class and integrated into PBL
-Integration of visual arts into PBL across the grade levels
-Yoga/movement
-"Cool Tools" framework for social-emotional learning and "PAWS" acronym for school-wide behavior expectations

Reflections: Annual Performance

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

Valley Charter Elementary school has much to celebrate. Based on the California Dashboard and local data, a few highlights:

-ELA performance: In English Language Arts (ELA) CAASSP assessments, VCES scored green on the CA dashboard, maintaining above 60% proficiency. VCES students collectively scored 24.8 points above the standard, and outperformed the state metric by more 16 points.
-Math performance: In math CAASSP assessments, VCES scored green on the CA dashboard, VCES students collectively scored 3.4 points below the standard, with an increase of 3.7 points since the previous year. VCES students outscored the state by ~ 37 points.
-Suspension data: VCES suspension rate falls into the "blue" category with 0% of our students suspended for at least one day.
-English Learner progress: While we do not have enough ELS for a dashboard color, 55.6% of our English learners made progress towards proficiency, which is an increase of 7.5% from the previous year.
-VCES students showed strong progress on our internal assessments over the course of the school year; from fall to winter (spring data is not yet available at the time of this report), VCES students increased from 38% proficient to 59% proficient in the iReady reading assessment and from 18% proficient to 38% proficient in the iReady math assessment.
-English language learner performance on both the ELA and math state assessments increased by 32.1 points in ELA and by 14.4 points in math.

-Chronic absenteeism: While this is still an area of focus for VCES, our dashboard color moved from red to yellow, as our rate of chronically absent students has declined 3.9%, with 13.5% of our students identified as chronically absent. This rate remains below the state's percentage of chronically absent students.

In addition to the data above, VCES is celebrating:
-Tier 1 instruction: a high quality Tier 1 instructional program that is rigorous, standards-aligned, engaging, and has tailored support to meet students' individual needs
-Tier 2 intervention structures: VCES has a strong pull-out reading intervention program that supports our students reading below grade level; in addition we have robust structures within the classroom setting to differentiate support through targeted small-group instruction through the use of our teaching assistants.
-Enrollment: VCES has grown our enrollment and waitlist during a national and local decline in public school enrollment
-Transitional kindergarten: VCES has implemented a strong TK program, beginning in the 23-24 school year
-Anti-bias work: teacher led anti-bias work that supports fostering a sense of belonging for all students
-High levels of family engagement demonstrated by attendance at student conferences, volunteerism for school events, and attendance at community evens such as our talent show, family jam, and annual jogathon.
-Fundraising: VCES exceeded our fundraising goals for the last three schools years and is on track to exceed fundraising target for 25-26 at this time.
-Positive perception of our key school quality assessment categories (engagement/communication, school fit, school culture, school safety, and school rigorous expectations) increased across the board based on our spring parent surveys.
-VCES recently exited ATSI status. We had been identified for chronic absenteeism for our SWDs, but their collective attendance as a group has increased over the past two years and we have exited ATSI.

VCES has several key areas to focus on, based on CA dashboard data and internal metrics/assessments:
-Chronic Absenteeism for students overall: While progress has been made on this indicator and VCES remains below the state average and has recently exited ATSI status, chronic absenteeism is still an area we are working on and is greatly affects student progress, as well as funding. In SY 2025, our English learners and hispanic students fell into the "red" category on the dashboard. Moving the needle on chronic absenteeism for these groups of students is a priority for us in SY 26-27.
-ELA performance: While VCEs outperforms both LAUSD and the state in ELA, we continue we continue to focus on increasing the percentage of our students who are meeting and exceeding the standards for all of our students and specifically for our students with disabilities, English learners.and socioeconomically disadvantaged students. Based on the most recent CA dashboard, our socioeconomically disadvantaged students fell into the orange category, and our SWD performance declined by 29 points (there is no performance color based on the number of students).
-Math performance: While our students' math performance still outperforms both LAUSD and the state, and our overall performance increased from the previous year, both our Hispanic and socioeconomically disadvantaged students fall into the orange category on the CA dashboard and the performance of our students with disabilities declined in both ELA and math.

Key Strategies to address areas of focus:

-To address chronic absenteeism, VCES will continue to utilize our Attendance Review Committee (arc) to help parents understand the number of absences to stem them from falling into the "chronic absenteeism" category. In addition to this, the school will implement strategic summer meetings solidifying attendance contracts with students/families who were chronically absent or in danger of becoming chronically absent in the previous school year. During the year, attendance meetings and contracts will be implemented for students in danger of becoming chronically absent.
-To address the progress and performance of ours students with disabilities and English learners, we will hire a program director for special populations, who will hire and oversee our internal team of teachers and providers, as well as more closely monitor progress of these sub-grouops.
-To address ELA performance, specifically for our sub-groups performing below grade level, we will continue to refine Tier 1 instruction in phonics and reading by using our TAs to help us facilitate guided reading groups and strategy groups based on student data. In addition, we will continue to allocate resources towards Tier 2 support in reading with our reading interventionist, prioritizing ELs and students performing below grade level. In addition, we will be implementing the use of the EL Achieve curriculum during our designated time with our English learners.
-To address math performance, specifically for our under-performing sub-groups, we will continue our professional development trajectory with our Singapore math coaching and we will continue to refine our school-wide math fact fluency efforts through engaging campaigns such as Super Mario math.

Reflections: Technical Assistance

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

This is not applicable.

Comprehensive Support and Improvement

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

Schools Identified

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

n/a

Support for Identified Schools

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

n/a

Monitoring and Evaluating Effectiveness

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

n/a

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
Principals/Administrators	School leaders are engaged during the LCAP development process through on-going discussions regarding program design and impact on student growth, with a specific review of data and goal drafting process in leadership team meetings on 2/12/26 and 3/5/26.
Teachers and other school personnel	There are a number of ways that teachers and staff are engaged during the LCAP development process: -A staff survey is administered annually that solicits feedback on these key areas: Academic Rigor, Staff Development & Evaluation, Instructional Planning for Student Growth, Leadership, Learning Environment, Colleague Culture, DEI, and School Operations. Feedback from this survey informs the LCAP in terms of how we identify areas of focus and allocate funding. -Teachers are members of the Parent Faculty Council and ELAC committee and participate in the presentations and feedback related to the LCAP each year. -The draft LCAP is shared with all community members, including teachers and staff, each year in May to provide an opportunity for written comments. A public hearing was held on May 28th, 2026.
Students	Students in grades 3-5 at VCES are surveyed annually and provide feedback that can shape goals and actions.
Parents/Families	There are a number of ways that VCS parents/families are engaged throughout the LCAP process:

Educational Partner(s)	Process for Engagement
	-Goals and actions for the SY 26/27 were discussed at Parent Faculty Council meeting on June 1st, 2026. -Annual parent surveys administered in the spring provide feedback that can shape goals and actions. -A draft LCAP was circulated to the community the week of May 25th, 2026, along with a survey to provide any written feedback, as well as a notification of the public hearing for the LCAP on May 28th, 2026. -Another public hearing was held on June 25th, 2026.
Advisory Committees	Parent-Faculty Council: On June 1st, 2026 VCES presented draft goals and actions for feedback. English Learner Advisory Committee: On June 1st, 2026 VCES presented draft goals and actions for feedback.
Special Education Local Plan Area (SELPA)	VCS consulted with the LAUSD SELPA the week of June 8th, 2026.
Written comments from the public	The week of May 25th, 2026, VCS shared the draft LCAPs with the entire VCS community in an Executive Director update. The communication included a link to the draft LCAP on the website, along with a survey to provide feedback. In addition, the draft LCAP link and survey for feedback was shared with the NAACP, the Native American Indian Commission, and the Latino Coalition of Los Angeles.
Public Hearing/Board Approval	On May 28th, 2026 and June 25th, 2026, VCS held a public hearing for the LCAP; the board agenda stating this item was posted 72 hours in advance and the draft LCAP, along with a survey to provide written feedback, was provided to the community prior to the meeting. On June 25th, 2026 the local indicator reflection for VCES was brought to the VCS board. On June 25th, 2026, the LCAP was brought to the board for approval; the board agenda stating this item was posted 72 hours in advance of the meeting.

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

The SELPA's feedback included: (TBD)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	VCES students will have equitable access to and be fully engaged in a broad course of standards-aligned study and teachers will be well-prepared to accelerate learning in service of improved proficiency in English language arts, math, and science standards for all of our students, including our significant sub-groups, as measured by the California Assessment of Student Performance and Progress (CAASPP), the California Science Test (CAST), English learner progress and reclassification rates, attendance, and chronic absenteeism (particularly for our students with disabilities). California dashboard data, including distance from standard, comparison to state metrics, and performance colors will be integrated into our target outcomes. Performance of students with disabilities and English learners in ELA and math, as well as chronic absenteeism for students with disabilities are an area for aggressive monitoring, based on VCES' recent exit from ATSI status based on chronic absenteeism for that group of students.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal addresses state priorities related to student achievement and student engagement in particular for historically underserved and unduplicated pupils. This goal also addresses student access to a broad course of study in service of preparedness. Essential to access to a broad course of study is attendance in school, and therefore attendance, chronic absenteeism that we monitor as part of this goal. Increasing proficiency for all students, our significant sub-groups, and our special populations continues to be a priority to ensure next level readiness for all of our students regardless of race, ethnicity, designation (e.g., SWD or EL), or socioeconomic status. As shared above, since VCES is identified as an ATSI school because of our chronic absenteeism rate for our students with disabilities, this continues to inform the shape of this goal. While VCES data sets have consistently outperformed both the state and LAUSD metrics, we will continue to seek an increase in the percentage of our overall students who meet or exceed the standards in state tests, as well as heavily focus on progress and achievement for our English learners and students with disabilities, who lag behind our other sub-grouops in meting or exceeding proficiency on those measures. Because our chronic absenteeism rate overall and for four groups of students, falls into the "red" category on the dashboard, this will continue to be an area of focus and is therefore explicit in the goal above and the metrics below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	School-wide ELA Distance from the Standard (DFS) Source: CA Dashboard	In SY 2023, the ELA VCES DFS for students overall was +25.7 with a dashboard color of green	In SY 2024, the ELA VCES DFS for students overall was +23.6 with a dashboard color of green	In SY 2025, the ELA VCES DFS for students overall was +24.8 with a dashboard color of green	The DFS will improve until it reaches blue on the dashboard.	TBD based on SY 2026 dashboard data.
1.2	ELA DFS for socioeconomically disadvantaged students	In SY 2023, the VCES DFS for this sub-group was +12.3 with a dashboard color of green	In SY 2024, the VCES DFS for this sub-group was -2.1 with a dashboard color of yellow	In SY 2025, the VCES DFS for this sub-group was -10.1 with a dashboard color of orange	The DFS will improve until it reaches blue on the dashboard.	TBD based on SY 2026 dashboard data.
1.3	ELA DFS for Hispanic/Latino students	In SY 2023, the VCES DFS for this sub-group was +16.6 with a dashboard color of green	In SY 2024, the VCES DFS for this sub-group was +9.5 with a dashboard color of yellow	In SY 2025, the VCES DFS for this sub-group was +2.5 with a dashboard color of yellow	The DFS will improve until it reaches green or blue on the dashboard.	TBD based on SY 2026 dashboard data.
1.4	ELA DFS students with disabilities	In SY 2023, the VCES DFS for this sub-group was -13.7 with no dashboard color	In SY 2024, the VCES DFS for this sub-group was -8.3 with no dashboard color	In SY 2025, the VCES DFS for this sub-group was -27.7 with no dashboard color	The DFS will improve to be equal to or greater than the state.	TBD based on SY 2026 dashboard data.
1.5	ELA DFS White students	In SY 2023, the VCES DFS for this sub-group was +39.3 with a dashboard color of green	In SY 2024, the VCES DFS for this sub-group was +49.4 with a dashboard color of blue	In SY 2025, the VCES DFS for this sub-group was +54.7 with a dashboard color of blue	The DFS will maintain blue status.	TBD based on SY 2026 dashboard data.
1.6	School-wide math Distance from Standard (DFS)	In SY 2023, the math VCES DFS for students overall was +25.7 with a dashboard color of green	In SY 2024, the math VCES DFS for students overall was -7.1 with a	In SY 2025, the math VCES DFS for students overall was -3.4 with a	The DFS will improve until it reaches green or blue on the dashboard.	TBD based on SY 2026 dashboard data.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			dashboard color of yellow	dashboard color of green		
1.7	Math DFS for socioeconomically disadvantaged students.	In SY 2023, the math VCES DFS for this sub-group was +9.4 with a dashboard color of green	In SY 2024, the math VCES DFS for this sub-group was -27.3 with a dashboard color of orange	In SY 2025, the math VCES DFS for this sub-group was -30.5 with a dashboard color of orange	The DFS will improve until it reaches green or blue on the dashboard.	TBD based on SY 2026 dashboard data.
1.8	Math DFS for Hispanic/Latino students.	In SY 2023, the math VCES DFS for this sub-group was +.4.4 with a dashboard color of blue	In SY 2024, the math VCES DFS for this sub-group was -23.2 with a dashboard color of yellow	In SY 2025, the math VCES DFS for this sub-group was -28.2 with a dashboard color of orange	The DFS will improve until it reaches green or blue on the dashboard.	TBD based on SY 2026 dashboard data.
1.9	Math DFS for students with disabilities	In SY 2023, the math VCES DFS for this sub-group was -45.3 with no dashboard color	In SY 2024, the math VCES DFS for this sub-group was -26.2 with no dashboard color	In SY 2025, the math VCES DFS for this sub-group was -52.2 with no dashboard color	The DFS will improve until it is equal to or exceeds the state average.	TBD based on SY 2026 dashboard data.
1.10	Math DFS for White students	In SY 2023, the math VCES DFS for this sub-group was +24.7 with a dashboard color of green	In SY 2024, the math VCES DFS for this sub-group was +25 with a dashboard color of green	In SY 2025, the math VCES DFS for this sub-group was + 28.2 with a dashboard color of green	The DFS will improve until it reaches blue on the dashboard.	TBD based on SY 2026 dashboard data.
1.11	CAST proficiency rates for 5th grade students	In SY 2023, 44.68% of students met or exceeded the science standards.	In SY 2024, 40% of students met or exceeded the science standards.	In SY 2025, 42% of students met or exceeded the science standards.	50% of students will meet or exceed the science standards.	TBD based on SY 2026 dashboard data.
1.12	English learner reclassification rates	In SY 2021 (most recent publicly available data), 23.1% of our English learners were classified.	In SY 2021 (most recent publicly available data), 23.1% of our English learners were classified.	In SY 2021 (most recent publicly available data), 23.1% of our English learners were classified.	35% of English learners will be reclassified.	TBD based on SY 2026 dashboard data.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	English learner progress based on CA Dashboard	Based on SY 2023 CA dashboard data, 43.5% of our English learners are making progress towards English language proficiency.	Based on SY 2024 CA dashboard data, 48% of our English learners are making progress towards English language proficiency.	Based on SY 2025 CA dashboard data, 55.6% of our English learners are making progress towards English language proficiency with no dashboard color	VCES will increase the percentage of English learners that are making progress towards English language proficiency by at least 10%	TBD based on SY 2026 dashboard data.
1.14	Percentage of students who have access to a broad course of study	100% of our students have access to a standards-based, broad course of study, per our local indicators.	100% of our students have access to a standards-based, broad course of study, per our local indicators.	100% of our students have access to a standards-based, broad course of study, per our local indicators.	Maintenance of 100% of our students with access to a broad course of study.	This goal has been met.
1.15	School-wide attendance rate	P2 Attendance in SY 2023 is 93.27%.	P2 Attendance in SY 2024 is 93.49%.	95.11%	School-wide attendance will increase to 95%.	TBD based on EOY attendance data.
1.16	Percentage of chronically absent students in relation to the state	In SY 2023, VCES is 28.3% compared to the state average of 24.3%	Based on SY 2024 CA dashboard data, 17.4% of students were chronically absent compared to the state average of 18.6%	Based on SY 2025 CA dashboard data, 13.5% of students were chronically absent compared to the state average of 17.1%	The percentage of chronically absent students will decrease so that the dashboard color advances to green.	TBD based on SY 2026 dashboard data.
1.17	Percentage of chronically absent students with disabilities	In SY 2023, VCES is 27.9% compared to the state average of 33.1%	Based on SY 2024 CA dashboard data, 29.4% of students with disabilities were chronically absent, compared to the state average of 26.3%	Based on SY 2025 CA dashboard data, 16.1% of students with disabilities were chronically absent, compared to the state average of 24.9%.	The percentage of chronically absent students will improve so that it is equal to or less than the state average.	TBD based on SY 2026 dashboard data.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.18	Percentage of chronically absent white students	In SY 2023, VCES is 26.7% compared to the state average of 18.5	Based on SY 2024 CA dashboard data, 13.3% of White students are chronically absent compared to the state average of 13.5%	Based on SY 2025 CA dashboard data, 5.1% of White students are chronically absent compared to the state average of 12.2%	The percentage of chronically absent students will decrease so that it is equal to or less than the state average.	TBD based on SY 2026 dashboard data.
1.19	Percentage of chronically absent Hispanic students	In SY 2023, VCES is 32.6% compared to the state average of 28.4%	Based on SY 2024 CA dashboard data, 20.7% of Hispanic students are chronically absent compared to the state average of 21.7%	Based on SY 2025 CA dashboard data, 20.4% of Hispanic students are chronically absent compared to the state average of 20.1%	The percentage of chronically absent students will decrease, moving the dashboard color to green.	TBD based on SY 2026 dashboard data.
1.20	Percentage of chronically absent Socioeconomically disadvantaged students	In SY 2023, VCES is 35.8% compared to the state average of 29.9 %	Based on SY 2024 CA dashboard data, VCES is 27.8% compared to the state average of 23.4%	Based on SY 2025 CA dashboard data, VCES is 20.8% compared to the state average of 21.7%	The percentage of chronically absent students will decrease so that it is equal to or less than the state average.	TBD based on SY 2026 dashboard data.

Goal Analysis [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.

There were generally no substantive differences in planned actions and actual implementation of actions. There are two exceptions to note. For action 1.2, which is "Access and support for our students with disabilities", we had to hire or contract out for several additional Behavior Interventionists or Nurses, based on the needs of incoming students or the increased physical needs of an already registered student. For action 1.7, which is "professional development release time", we did not fully utilize this time as planned.

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.

There is a material difference for action 1.2 because our population of students with disabilities experienced a significant increase from 46 students to 64 students between SY 24/25 and SY 25/26. In addition, the number of students who require behavior interventionists increased from our original estimages and we were unable to hire internally for a significant number of the roles that support our students with disabilities. We also continue to see an increase in the level of need and services that our incoming students have and require.

For action 1.9, the individual we hired as a math consultant had to pull back on time this year due to his personal life, so we have underspent in that action.

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

Overall, our actions within the 25-26 school year have been effective to date. Our attendance rate is above 94% and our internal verified assessments, show strong progress and an increase in performance. VCES students showed strong progress on our internal assessments over the course of the school year; from fall to winter (spring data is not yet available at the time of this report), VCES students increased from 38% proficient to 55% proficient in the iReady reading assessment and from 20% proficient to 40% proficient in the iReady math assessment. While our students with disabilities and English learners achieve at a rate equal to or higher than the state, an achievement gap remains and we will continue to focus on minimizing that gap through specific actions in the 26-27 LCAP.

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

We do not have any significant changes to our goals and actions for the coming year, however we are adding a new role and new curriculum to better meet the needs of our diverse learners:

Action 1.16, Program Manager of Diverse Learners: In order to support our growing population of students with disabilities and English learners, VCMS will be adding this role to hire, train, and coach an internal special education team and manage the implementation of a new curriculum for our designated ELD program. This action is essential to ensuring a sustainable approach to our growing special populations, as well as the need to close the achievement gap between these two sub-groups and our overall student population.

Action 1.17, Designated ELD Curriculum: In order to better support our English learners during designated ELD time, VCES will use this research-based, systematic ELD program to support our ELs.

VCES plans to expend the anticipated 26/27 allocation of $24,802 to fund a portion of our reading interventionist salary. All previous LREBG allocations were spent in FY25/26 as described in the 25/26 LCAP.

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	School and teacher quality- on-going professional learning and coaching to maintain and improve the quality of the VCES instructional program.	To maintain and elevate the quality of our instructional program and accelerate student growth, the school embeds professional development into the weekly schedule. Foci of this include backward design and implementation of a project-based, standards-aligned curriculum, professional learning on core program elements such as reading and writing workshop, Singapore math, and phonics, differentiated instruction, effective partnerships between grade level pairs and general and special educators, and targeted support for our most vulnerable students. In addition, school leadership observes each teacher regularly and provides detailed feedback to support high quality Tier 1 instruction and to accelerate student growth through our new instructional coaching platform, School Mint Grow.	$1,827,184.00	No
1.2	Access and support for students with disabilities	To ensure that all of our students with disabilities are assigned to the least restrictive environment and participate in the services required in their IEPs, Valley Charter Schools engages and collaborates with the LAUSD SELPA to provide special education and support services. VCES also allocates resources towards a two full-time resource teachers, a number of Behavior Interventionists, a nurse, DIS counseling services, BID services, speech services, and other contracted services based on student needs as outlined in their IEPs.	$840,060.00	No
1.3	Arts and Physical Education Program	To ensure our students have access to a broad course of study that includes physical education and the integration of the arts, VCES will allocate funds for a physical education teacher, a music teacher, an art teacher, and a yoga/movement instructor. In addition, VCES will allocate funds to a series of arts-related assemblies, field trips, and workshops to further expose students to the arts and enrich their lives.	$97,472.00	No
1.4	Teaching Assistants in each classroom	To ensure strategic student support across classrooms, VCES will fund 9 part-time and two full-time Teaching Assistants (TA) for each of our 14 classrooms. TAs in each classroom are foundational to support growth and grade-level mastery for our English learners, low-income students, foster	$358,511.00	Yes

Action #	Title	Description	Total Funds	Contributing
		youth, and students performing below grade level. TAs in each classroom increase support for strategic guided reading groups, small group work, math intervention, and 1:1 support for our unduplicated pupils. The allocation of these resources is indicated by the following data: our English learners rate of proficiency in iReady reading is 36% compared to 58% for non-English learners and our English learners rate of proficiency in iReady math is 20% compared to 43%. Similarly, our rate of proficiency for our socioeconomically disadvantaged students in iReady reading is 43% compared to 66% for students who are not socioeconomically disadvantaged; in iReady math the comparison is 31% to 47%.		
1.5	Reading Intervention Specialist	To positively impact grade level reading mastery for all students, VCES will maintain a full-time reading intervention specialist to work with our most struggling readers and collaborate with the principal to provide high quality phonics training for VCES teachers. Priority for reading intervention is given to English learners and low-income students identified as not meeting grade level reading criteria. Grade level reading is foundational to access all curricula and poise students for next level readiness. (Title I, Part A: 50508) The Learning Recovery Block Grant (LREGB) is partially funding this action ($24,802). The rationale for this is that the use of a Reading Intervention teacher to provide targeted instruction in small, pull-out groups to our students identified as performing significantly below grade level in reading, as early as possible, will support them to grade level mastery and access to content across the curriculum. This action will address an identified area of need based on VCES' SY 24/25 LREGB Needs' Assessment: in ELA, socioeconomically disadvantaged students, students with disabilities, and English learners are the groups of students who have the lowest scale scores, compared to other student groups (none are in the low or lowest category based on the CA dashboard for any academic metric). A Reading Interventionist addresses these needs by providing personalized instruction in small groups at the students "just right" level to support acquisition of reading skills. The use of the LREGB funds is	$129,515.00	No

Action #	Title	Description	Total Funds	Contributing
		allowable as it aligns with two allowable uses: 1. "learning recovery programs and materials designed to accelerate pupil academic proficiency and 2. "providing early intervention and literacy programs for pupils in grades preschool to 3." The use of reading intervention to support student proficiency is well supported by research, including Early intervention for children at risk for reading disabilities: The impact of grade at intervention and individual differences on intervention outcomes.https://psycnet.apa.org/record/2017-13234-00.		
1.6	Curricular materials for ELA and mathematics	To ensure that all students have the appropriate materials to engage in our math and ELA curriculum, VCES will allocate funds for Singapore math materials and high quality texts for interactive read-alouds and classroom libraries.	$14,610.00	No
1.7	Professional development release time	To build teacher capacity and support annual student growth and achievement, VCES will allocate release time for grade team planning/professional learning. Each grade level will be released for half day planning sessions twice a year.	$4,012.00	No
1.8	iReady Assessments paired with professional development to promote data-driven instruction	To promote data-driven decision making and student growth and achievement for all students and particularly for our student sub-groups performing below grade level, VCES will utilize the iReady assessment platform and benchmark assessments to provide a useful picture of current levels of student performance and growth. VCES will dedicate regular and on-going professional learning time to the analysis of this data to inform planning and intervention to ensure that all of our students, particularly those in our significant subgroups, progress towards grade level mastery in ELA and math.	$4,429.00	No

Action #	Title	Description	Total Funds	Contributing
1.9	Singapore math professional learning	To orient new teachers to our Singapore math program, to continue to develop our veteran teachers' capacity to use this program, and to support parent understanding of Singapore math, our principal will develop an internal math coach to support colleagues in design and implementation of Singapore math.	$1,013.00	No
1.10	Lead/Mentor Teachers	To build school-wide instructional coherence, create formal mentorship opportunities for new and developing teachers, build a leadership pipeline, and support our anti-bias collective work, VCS will maintain lead teacher and mentor teacher roles to advise the VCS leadership team on instructional decisions, help to design and facilitate professional learning, and mentor new or developing teachers.	$1,013.00	No
1.11	Before or after school tutoring	In order to support our unduplicated pupils and those performing below grade level, VCES teachers will provide before or after school tutoring in ELA and/or math.	$1,038.00	No
1.12	Expanded Learning Opportunity Program	In order to support our unduplicated pupils through wraparound services that include extended care, homework support, and enrichment, VCES will continue to maintain an ELOP program and implement the program in alignment with state requirements. In addition to providing a daily extended day program, VCES will parter with a theatrical program to maintain a contracted after-school theater program at VCES and ensure access of opportunity to this program for our socioeconomically disadvantaged students who qualify for ELOP.	$280,977.00	No
1.13	Curriculum-aligned field trips	In order to fulfill our mission and vision as a project-based learning school, VCES will allocate funds to curriculum-aligned field trips and enrichment experiences -- such as our 3rd grade field trip to Rancho Camulos, our 4th grade field trip to VT Ranch, and our 5th grade field trip to Catalina Island -- so that we can continue to bring "learning to life" and foster student engagement, increase attendance, and reduce chronic absenteeism.	$38,792.00	No

Action #	Title	Description	Total Funds	Contributing
1.14	Office Manager and Office Assistant/Attendance	In order to increase attendance and reduce chronic absenteeism rates for all students and our students with disabilities in particular, VCES will utilize our office manager and office assistant to ensure effective attendance practices, including communications, record keeping, and follow-up in alignment with our Attendance Review Committee.	$171,140.00	No
1.15	Summer School 2027	To support students through additional instructional time, VCES will run a 2-week summer program in June 2027 that will focus on reading, writing, and math skills. In addition to supporting students, summer school is a place where we acclimate and train newly hired teachers to the Valley Charter Model.	$12,060.00	No
1.16	Program Manager of Diverse Learners	To support and monitor progress for VCES' rapidly growing population of students with disabilities and English learners, VCES has created the role of program manager of diverse learners. This team member will be responsible for hiring and training an internal team of special education teachers and providers, coordinating services, and coaching towards quality and impact. In addition, this individual will support the implementation of a new designated ELD curriculum.	$111,922.00	Yes
1.17	Designated ELD Curriculum	To support our growing population of English learners with a research-based and systematic language acquisition curriculum, VCES will be implementing EL Achieve for our designated ELD time.	$6,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	VCES will maintain basic services (teacher assignment, student materials, and facility maintenance) to ensure that students experience a safe, well-resourced, and high quality learning environment.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal addresses the state priorities related to basic services in service of a welcoming and compliant learning environment. Qualified staff, appropriate resources, and a clean, safe physical environment are foundational to learning. In the context of the on-going teacher shortage, and the need to engage in other avenues for appropriately credentialed teachers (such as out of state teachers, intern teachers, etc) VCES requires a continued focus on ensuring that all aspects of teacher credentialing (e.g., credential and EL authorization) are in order.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percent of teachers assigned appropriately per CalSASS	90% of teachers are fully credentialed and appropriately assigned	100% of teachers are fully credentialed and appropriately assigned.	100% of teachers are fully credentialed and appropriately assigned.	100% of teachers are fully credentialed and appropriately assigned	100% of teachers are fully credentialed and appropriately assigned
2.2	Number of identified instances where facilities do not meet the "good repair" standard on an annual facilities walk-through that aligns with the Facilities Inspections Tool (FIT)	0 identified instances where facilities do not meet the "good repair" standard.	0 identified instances where facilities do not meet the "good repair" standard.	0 identified instances where facilities do not meet the "good repair" standard.	0 identified instances where facilities do not meet the "good repair" standard.	VCES Facilities received a rating of "good" from the FIT tool during the Williams' List Visit this year.
2.3		Based on local indicator data, 100% of students have access to	Based on local indicator data, 100% of students	Based on local indicator data, 100% of students	100% of students have access to standards aligned	100% of students have access to standards aligned

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of students who have access to standards-aligned and appropriate texts, resources, and materials	standards-aligned and appropriate texts, resources, and materials	have access to standards-aligned and appropriate texts, resources, and materials	have access to standards-aligned and appropriate texts, resources, and materials	and appropriate texts, resources, and materials.	and appropriate texts, resources, and materials.

Goal Analysis [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, actions have been implemented as planned, with no substantive differences. Successes include teacher credentialing, effective overall operations, high quality facilities, and student access to standards-aligned and appropriate texts, resources, and materials.

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.

There are no material differences between budgeted expenditures and estimated actual expenditures.

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

Overall, the actions related to this goal have been effective, as described above.

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.

There are no changes to goals, metrics, target outcomes or actions for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Repair and maintenance budgeting and tracking	To ensure a safe, clean, and welcoming environment, VCES will allocate funds for ongoing repair and maintenance in service of a high quality school facility.	$30,104.00	No
2.2	Facility maintenance contractors	To ensure a clean, healthy, and safe school and classroom environment, VCES will contract with a janitorial service to address on-going cleaning, health, and safety needs and conduct quarterly walk-throughs.	$66,729.00	No
2.3	Credential monitoring and compliance	To stay up to date on teacher licensing and certification requirements with the goal of a 100% qualified teaching staff, we will conduct an annual review of certification requirements as part of staffing plans for the upcoming year and update credential information and address mis-assignments in CalSASS.	$500.00	No
2.4	VCS Director of Operations	To support operations, VCS will maintain a director of operations; this role's time will be split across both schools to ensure high quality, unified, and effective operations in Payroll, Purchasing, PowerSchool, Enrollment, School Lunch Compliance, and Employee Onboarding.	$70,361.00	No
2.5	Student supplies and resources	To ensure all of our students, regardless of soci-economic background, have access to supplies and materials to engage in learning, VCES purchases all student supplies for 100% of our students.	$29,122.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	In service of a positive and supportive school climate overall and strong levels of student and family engagement, VCES families will participate in key school experiences to support their child's education and student and family survey data, as well as suspension and expulsion data, will reflect a positive school culture and a strong positive perception of school fit/sense of belonging, and school safety.	

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal addresses state priorities related to culture and climate, and student and family engagement. Families and students are key constituents in fulfilling our mission and vision. Ensuring that a preponderance of students and families are able to engage, feel a sense of connectedness or belonging, and feel safe is essential to attracting and retaining families who believe in and will support the Valley Charter mission and vision. Student safety and sense of belonging, or "fit" are foundational to learning. Suspension and expulsion rates are useful indicators of school climate.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of families who attend student-led conferences.	99% of families attended spring conferences.	95% of families attended spring conferences.	98% of families attended both fall and spring conferences in SY 24-25	Maintenance of 95% or higher attendance rate at family conferences.	98% of families attended both fall and spring conferences in SY 25-26.
3.2	Suspension data	Based on 2023 CA dashboard data, 0.3% of students were suspended at least one day, with a dashboard color of blue	Based on 2024 CA dashboard data, 0.% of students were suspended at least one day, with a dashboard color of blue	Based on 2025 CA dashboard data, 0.% of students were suspended at least one day, with a dashboard color of blue	Less than 0.3% suspensions and maintenance of a dashboard color of blue	Based on 2025 CA dashboard data, 0.% of students were suspended at least one day, with a dashboard color of blue

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Parent perception of school safety	77% of parents have a positive perception of school safety.	89% of parents have a positive perception of school safety.	95% of parents have a positive perception of school safety.	80% of parents will have a positive perception of school safety.	Goal met and exceeded by 15%
3.4	Student perception of school safety	73% of students have a positive perception of school safety.	73% of students have a positive perception of school safety.	73% of students have a positive perception of school safety.	75% or more of students have a positive perception of school safety	+2% more needed to meet the goal.
3.5	Parent perception of school fit	86% of parents have a positive perception of school fit.	86% of parents have a positive perception of school fit.	95% of parents have a positive perception of school fit.	Maintenance of 80% or higher of parents will have a positive perception of school fit	Goal met and exceeded by 15%.
3.6	Student perception of school fit	77% of students have a positive perception of school fit.	In SY 24/25, 59% of students have a positive perception of school fit.	In SY 25/26, 83% of students have a positive perception of school fit.	80% of students will have a positive perception of school fit	Goal met and exceeded by 3%.
3.7	Local Indicator metric: LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	Rating in SY 2023-2024 Local Indicator Self-Reflection is a 4	Rating in SY 2024-2025 Local Indicator Self-Reflection is a 4.	Rating in SY 2025-2026 Local Indicator Self-Reflection is a 5.	Rating on this metric in the Local Indicator Self-Reflection tool will increase to a 5.	This goal was met.
3.9	Percentage of parents who respond to the annual engagement survey	66% of families responded to the annual engagement survey	50% of families responded to the annual engagement survey.	63% of families responded to the annual engagement survey.	The percentage of families responding to the survey will increase by at least 5%.	Goal met and exceeded by 8%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.10	Expulsion rate	0% of students were expelled	0% of students were expelled.	0% of students were expelled.	The expulsion rate will remain less than 1%.	0% of students were expelled.

Goal Analysis [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, all actions were implemented as planned; however for action 3.1 we ended our partnership with Panorama Survey and are partnering with Survey Monkey instead, to reduce costs.

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.

There are no material differences.

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

Overall, actions towards this goal have been effective, as evidenced by strong family participation in student conferences, suspension and expulsion rates of 0%, local indicator metrics, and majority positive responses from families and students regarding school safety and school fit. We seek to increase parent participation in the annual survey and student perception of school fit.

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.

Action 3.1: The only change that will be made between 25-26 and 26-27 LCAPs is that we will partner with Survey Monkey for our community engagement surveys, so this action has been renamed "Community Engagement Surveys".

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	Community Engagement Surveys	To understand student and family perception in key areas of school climate and to make data-based decisions to positively impact constituent	$125.00	No

Action #	Title	Description	Total Funds	Contributing
		experience related to school climate, VCMS will maintain our partnership with Panorama surveys to gather valid data from families and students.		
3.2	School Psychologist-contracted	To support mental health and social-emotional well being and embed additional supports to address chronic absenteeism, VCES will contract with a part-time school psychologist. This role will support student access to the curriculum, school engagement, sense of belonging/school fit, and help to advance structures to positively impact students' mental health and increase attachment to the community. Attachment to school will positively impact attendance and, ultimately, student growth and achievement. The Learning Recovery Emergency Block Grant (LREBG) is being used to fund this action in its entirety ($70,000). The rationale for this is that in order to positively impact student engagement with school (such as addressing chronic absenteeism and barriers to ELA and math progress and proficiency) we need to maintain a part-time school psychologist to work 1:1 and in small groups with students in need to counsel students, addresses crisis, address on-going social emotional health issues, and monitor progress and impact for students. This action will address identified areas of need based on VCES' SY 24/25 LREGB Needs' Assessment related to the groups of students who show up in most or all categories of our needs assessment (e.g., ELA, math, and chronic absenteeism), as well as our students with disabilities who require these services. The use of a part-time school psychologist will allow us to address the varied and intersecting needs of these student groups that are impacting their attendance, engagement, and success in school. The use of LREGB funds is allowable for this cost as it aligns with "integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling or mental health services..." The use of school counseling to support social-emotional health and school engagement is supported by research, including Trauma-Skilled-Schools'Model (https://dropoutprevention.org/wp-content/uploads/2018/10/Trauma-Skilled-Schools-Model-Final-I.pdf) , Attendance Works (https://www.attendanceworks.org/research/evidence-based-solutions/) , and What does the Research say : https://casel.org/fundamentals-of-sel/what-does-the-research-say.	$77,443.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Director of Family and Student Engagement	To support family and student engagement, outreach, and recruitment, VCS will maintain a full-time Director of Family and Student Engagement whose time is split across both schools. This role will implement a strategic plan that includes events and communications to impact engagement, connectedness, and satisfaction so that students and families feel connected, well-informed, and are able to contribute to the school community in ways that feel meaningful to them. In addition to the role itself, we have allocated funds for recruitment events and materials, an family engagement activities such as grade level playdates, stay and plays, parent coffee mingles, and other special events throughout the year to help families and students feel connected to the school and to one another.	$71,928.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [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.

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.

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

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.

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [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.

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.

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

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.

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

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$281442	$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
7.700%	0.000%	$0.00	7.700%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Teaching Assistants in each classroom **Need:** Based on the most recent benchmark data (winter) for the current school year, our English learners rate of proficiency in iReady reading is 41% compared to 59% for non-English learners and our English learners rate of proficiency in iReady math is 26% compared to 38%. Similarly, our rate of	The action of teaching assistants addresses the needs of unduplicated pupils by allowing the lead teacher to plan strategically for small groups, intervention, extension or 1:1 support to address the identified academic needs of unduplicated pupils. This action is provided on an LEA-wide basis because we have a large concentration of unduplicated pupils across classrooms and the combination of a lead teacher and TAs in core classrooms is necessary to address the needs of	English learner reclassification rates, iReady progress and performance for ELs and low-income students, and state test scores in ELA and math for ELs and low-income students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	proficiency for our socioeconomically disadvantaged students in iReady reading is 57% compared to 69% for students who are not socioeconomically disadvantaged; in iReady math the comparison is 32% to 38%. The most recent EL learner progress data indicates that 48% are making progress, which is an increase of 4.5% from the previous year. **Scope:** LEA-wide	all learners while specifically, strategically, and principally supporting our unduplicated pupils.	
1.16	**Action:** Program Manager of Diverse Learners **Need:** Based on the SY 2025 dashboard, our ELs and socioeconomically disadvantaged students lag behind our overall student population in terms of ELA and math proficiency. For ELA, while our overall student population is 24.8 points above the standard and falls into the "green" category, our socio-economically disadvantaged students are 10.1 points below the standard and fall into the "orange" category. Our ELs do not have a performance color, but performed 22.6 points below the standard. For math, while our overall student population is only 3.4 points below the standard and fall into the "green" category, our socio-economically disadvantaged students are 30.5 points below the standard and fall into the "orange" category. Our ELs do not have a	This role will support the implementation of all intervention and support programs, our new Tier 2 designated ELD curriculum and program, and the coaching of our general education and special education teachers to better meet the needs of diverse learners and students performing below grade level in the classroom.	Guided reading assessments, iReady assessments, ELPAC scores, and CAASSP scores.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	performance color, but performed 36.9 points below the standard. **Scope:** LEA-wide		

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
1.17	**Action:** Designated ELD Curriculum **Need:** Based on the SY 2025 dashboard, our EL students lag behind our overall student population in terms of ELA and math proficiency. For ELA, while our overall student population is 24.8 points above the standard and fall into the "green" category, our ELs performed 22.6 points below the standard. For math, while our overall student population is only 3.4 points below the standard and fall into the "green" category, performed 36.9 points below the standard. **Scope:**	Our students need a systematic, research-based curriculum for their designated ELD time to better support English language acquisition and access to the Tier 1 curriculum.	ELPAC scores, ELPI progress, and iReady growth.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(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.

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.

Not applicable to Valley Charter Elementary School.

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	3654971	281442	7.700%	0.000%	7.700%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,872,283.00	$1,198,744.00	$41,250.00	$133,783.00	$4,246,060.00	$3,213,818.00	$1,032,242.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	School and teacher quality-on-going professional learning and coaching to maintain and improve the quality of the VCES instructional program.	All	No			All Schools		$1,824,317.00	$2,867.00	$1,827,184.00				$1,827,184.00	
1	1.2	Access and support for students with disabilities	Students with Disabilities	No			All Schools all grades		$397,612.00	$442,448.00	$72,758.00	$767,302.00			$840,060.00	
1	1.3	Arts and Physical Education Program	All	No			All Schools all grades		$78,980.00	$18,492.00	$37,524.00	$54,116.00		$5,832.00	$97,472.00	
1	1.4	Teaching Assistants in each classroom	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$358,511.00	$0.00	$281,442.00	$77,069.00			$358,511.00	
1	1.5	Reading Intervention Specialist	All Students performing below grade level.	No			All Schools K-5		$129,515.00	$0.00	$54,205.00	$24,802.00		$50,508.00	$129,515.00	
1	1.6	Curricular materials for ELA and mathematics	All	No			All Schools all grades		$0.00	$14,610.00	$2,700.00	$11,910.00			$14,610.00	
1	1.7	Professional development release time	All	No			All Schools all grade levels		$0.00	$4,012.00	$4,012.00				$4,012.00	
1	1.8	iReady Assessments paired with professional development to promote data-driven instruction	All	No			All Schools K-5		$0.00	$4,429.00	$4,429.00				$4,429.00	
1	1.9	Singapore math professional learning	All	No			All Schools all grade levels		$1,013.00	$0.00	$1,013.00				$1,013.00	
1	1.10	Lead/Mentor Teachers	All	No			All Schools		$1,013.00	$0.00	$1,013.00				$1,013.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							all grade levels									
1	**1.11**	Before or after school tutoring	All Students performing below grade level.	No			All Schools K-5		$1,038.00	$0.00	$1,038.00				$1,038.00	
1	**1.12**	Expanded Learning Opportunity Program	All low-income students	No			All Schools all grade levels		$0.00	$280,977.00	$70,467.00	$210,510.00			$280,977.00	
1	**1.13**	Curriculum-aligned field trips	All	No			All Schools all grade levels		$0.00	$38,792.00	$38,792.00				$38,792.00	
1	**1.14**	Office Manager and Office Assistant/Attendance	All Students with Disabilities chronically absent students with disabilities	No			All Schools all grade levels		$171,140.00	$0.00	$171,140.00				$171,140.00	
1	**1.15**	Summer School 2027	All	No			All Schools		$12,060.00	$0.00	$12,060.00				$12,060.00	
1	**1.16**	Program Manager of Diverse Learners	English Learners Low Income	Yes	LEA-wide	English Learners Low Income			$111,922.00	$0.00	$70,672.00		$41,250.00		$111,922.00	
1	**1.17**	Designated ELD Curriculum	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			$0.00	$6,000.00	$6,000.00				$6,000.00	
2	**2.1**	Repair and maintenance budgeting and tracking	All	No			All Schools all grade levels		$0.00	$30,104.00	$30,104.00				$30,104.00	
2	**2.2**	Facility maintenance contractors	All	No			All Schools all grade levels		$0.00	$66,729.00	$66,729.00				$66,729.00	
2	**2.3**	Credential monitoring and compliance	All	No			All Schools all grade levels		$0.00	$500.00	$500.00				$500.00	
2	**2.4**	VCS Director of Operations	All	No			All Schools all grade levels		$70,361.00	$0.00	$31,258.00	$39,103.00			$70,361.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.5	Student supplies and resources	All	No			All Schools all grade levels		$0.00	$29,122.00	$15,190.00	$13,932.00			$29,122.00	
3	3.1	Community Engagement Surveys	All	No			All Schools grades 3-5		$0.00	$125.00	$125.00				$125.00	
3	3.2	School Psychologist-contracted	Students with Disabilities Some students with disabilities require counseling as part of their IEP.	No					$0.00	$77,443.00		$0.00		$77,443.00	$77,443.00	
3	3.3	Director of Family and Student Engagement	All	No			All Schools all grades		$56,336.00	$15,592.00	$71,928.00				$71,928.00	

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 (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
3654971	281442	7.700%	0.000%	7.700%	$358,114.00	0.000%	9.798 %	**Total:**	$358,114.00
								LEA-wide Total:	$352,114.00
								Limited Total:	$6,000.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.4**	Teaching Assistants in each classroom	Yes	LEA-wide	English Learners Foster Youth Low Income		$281,442.00	
1	**1.16**	Program Manager of Diverse Learners	Yes	LEA-wide	English Learners Low Income		$70,672.00	
1	**1.17**	Designated ELD Curriculum	Yes	Limited to Unduplicated Student Group(s)	English Learners		$6,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,895,085.00	$4,193,770.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	School and teacher quality- on-going professional learning and coaching to maintain and improve the quality of the VCES instructional program.	No	$1,509,619.00	1576570
1	**1.2**	Access and support for students with disabilities	No	$1,038,418.00	1232607
1	**1.3**	Arts and Physical Education Program	No	$113,733.00	125452
1	**1.4**	Teaching Assistants in each classroom	Yes	$314,594.00	310551
1	**1.5**	Reading Intervention Specialist	No	$125,660.00	127168
1	**1.6**	Curricular materials for ELA and mathematics	No	$17,128.00	17128
1	**1.7**	Professional development release time	No	$3,900.00	
1	**1.8**	iReady Assessments paired with professional development to promote data-driven instruction	No	$4,301.00	4333
1	**1.9**	Singapore math professional learning	No	$8,160.00	975
1	**1.10**	Lead/Mentor Teachers	No	$11,853.00	5926

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	1.11	Before or after school tutoring	No	$10,941.00	5470
1	1.12	Extended Learning Opportunity Program	No	$262,283.00	282440
1	1.13	Curriculum-aligned field trips	No	$37,697.00	37822
1	1.14	Office Manager and Office Assistant/Attendance	No	$144,898.00	147296
1	1.15	Summer School		$9,552.00	9552
2	2.1	Repair and maintenance budgeting and tracking	No	$21,780.00	21808
2	2.2	Facility maintenance contractors	No	$54,259.00	54659
2	2.3	Credential monitoring and compliance	No		
2	2.4	VCS Director of Operations	No	$68,925.00	69598
2	2.5	Student supplies and resources	No	$20,627.00	20683
3	3.1	Panorama Survey	No	$3,466.00	441
3	3.2	Part-time School Psychologist	No	$70,000.00	100000

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)
3	**3.3**	Director of Family and Student Engagement	No	$43,291.00	43291

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
258133	$257,722.00	$264,351.00	($6,629.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Teaching Assistants in each classroom	Yes	$257,722.00	264351		

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 (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)
3180855	258133	0	8.115%	$264,351.00	0.000%	8.311%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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