LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Method Schools

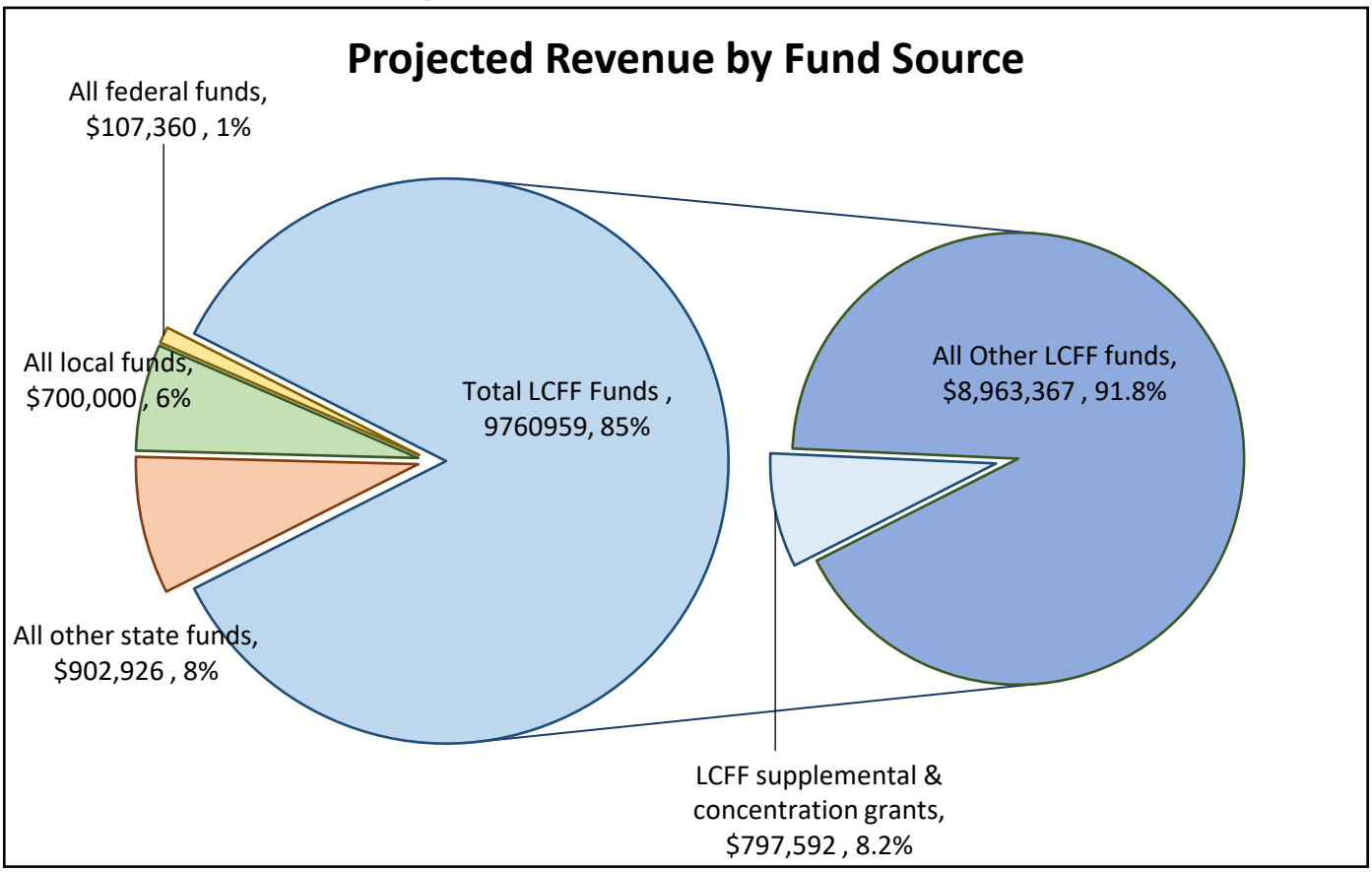
CDS Code: 37-68049-0129221

School Year: 26-27

LEA contact information: Stefanie Bryant

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 26-27 School Year

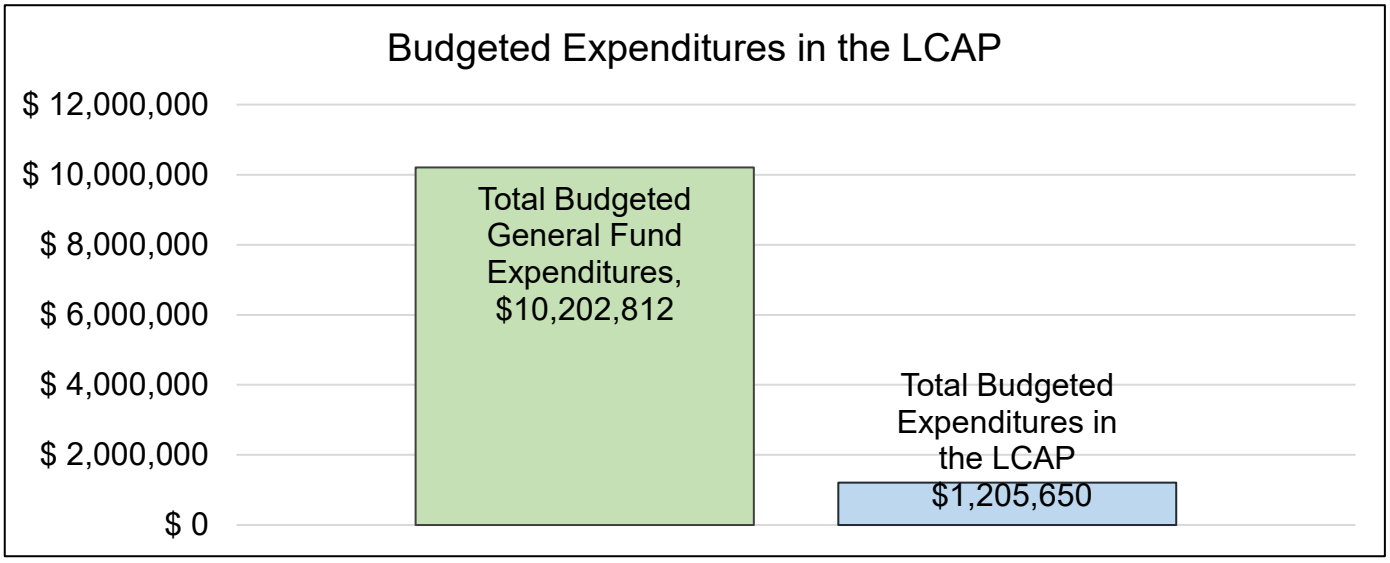


This chart shows the total general purpose revenue Method Schools expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Method Schools is $11,471,245.00, of which $9,760,959.00 is Local Control Funding Formula (LCFF), $902,926.00 is other state funds, $700,000.00 is local funds, and $107,360.00 is federal funds. Of the $9,760,959.00 in LCFF Funds, $797,592.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Method Schools plans to spend for 26-27. 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: Method Schools plans to spend $10,202,812.00 for the 26-27 school year. Of that amount, $1,205,650.00 is tied to actions/services in the LCAP and $8,997,162.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

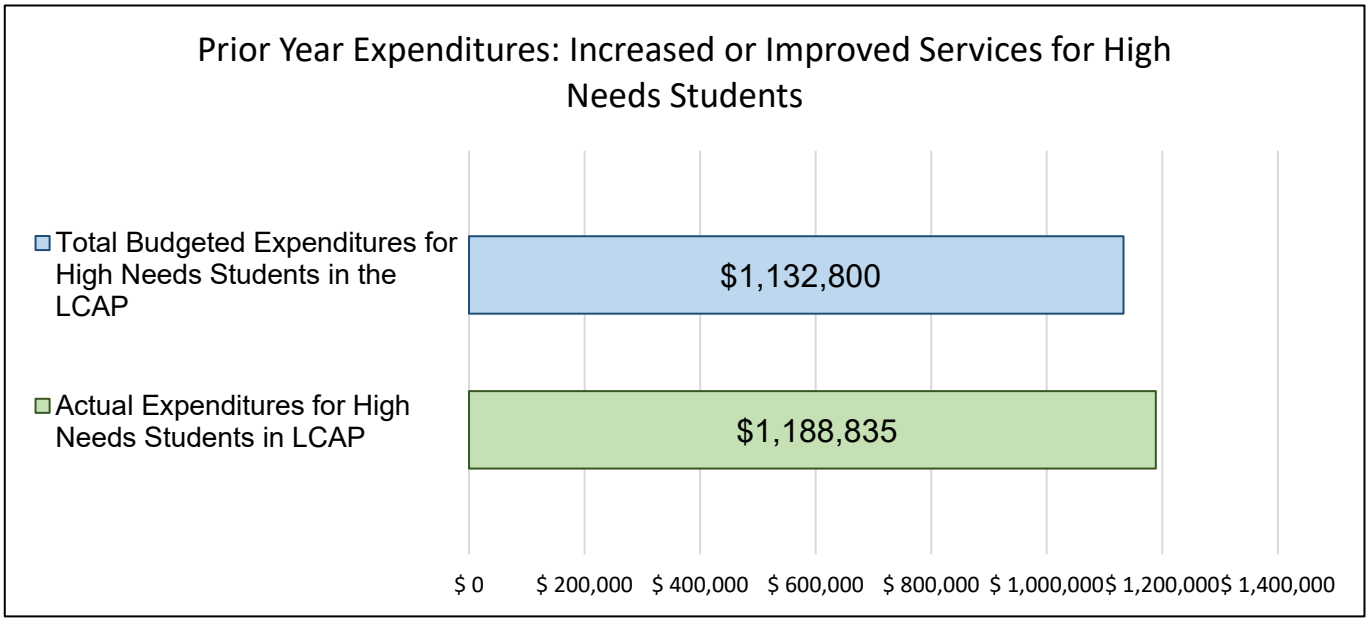
General fund revenue not inlcuded in the LCAP plan iincludes all day to day instructional operations and administrative costs

Increased or Improved Services for High Needs Students in the LCAP for the 26-27 School Year

In 26-27, Method Schools is projecting it will receive $797,592.00 based on the enrollment of foster youth, English learner, and low-income students. Method Schools must describe how it intends to increase or improve services for high needs students in the LCAP. Method Schools plans to spend $857,800.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 25-26



This chart compares what Method Schools budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Method Schools 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 25-26, Method Schools's LCAP budgeted $1,132,800.00 for planned actions to increase or improve services for high needs students. Method Schools actually spent $1,188,835.00 for actions to increase or improve services for high needs students in 25-26.

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
MethodSchools	Jade Fernandez, Chief Operating Officer	jfernandez@methodschools.org; (951) 461-4620 x7000

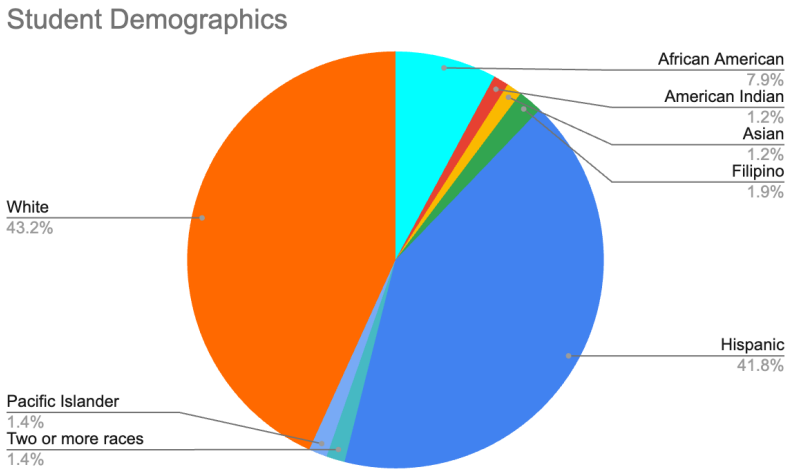
Plan Summary 2026-27

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.

Method Schools is an independent study charter school serving grades TK-12 in San Diego and its contiguous counties. Established in 2014, Method is a non-classroom based program that serves students through a highly differentiated online instructional program. This year, Method updated its mission to be a more accurate reflection of our purpose and vision, “We continuously advance educational systems to provide families access to non-traditional learning communities and to promote their right to a transformational education.”

Its student demographic is reflective of the larger southern California region. Method champions fair and equitable enrollment practices and prides itself on serving a diverse student population. Method’s independent and personalized approach to education lends itself to serving students of all abilities, socioeconomic status, and ethnic backgrounds.



Significant Subgroups

Students with Disabilities	13.8%
Socioeconomically Disadvantaged	41.1%

Method Schools' educational program is designed with personalization and flexibility at its core, ensuring that each student receives the support they need to succeed. By meeting students where they are academically and adapting instruction to their unique needs, Method empowers them to achieve their full potential. Some key components of Method's approach include:

- Online coursework is standards-based and completed independently with support from a learning coach and a CA-credentialed Method Schools teacher.
- Students and/or their learning coach meet weekly with Method Schools staff to review coursework, complete assessments, and tailor learning to individual needs.
- A Multi-Tiered System of Supports (MTSS) is applied based on data points, observations, and feedback from teachers, students, and parents.
- Students regularly communicate with teachers via email, text, or phone and can access additional support through study lounges, Teach Squads, and homework clubs. Further interventions are available as needed.

Method Schools continues to expand and strengthen its model this year through measurable academic gains, deeper leadership development, and increased organizational capacity. The school sustained its academic growth, improving graduation rates and College and Career Readiness indicator while maintaining stable performance in English Language Arts and Mathematics. Method also invested heavily in leadership development across all levels of the organization, strengtehened partnerships with its authorizer and statewide charter associations, and successfully earned renewal and reauthorization, affirming the strength of its academic and operational systems. Enhanced financial systems and expanded outreach efforts - reflected in significant growth in website engagement - further positions Method as a leader in the independent study space, well-equipped to serve an increasingly diverse population.

Reflections: Annual Performance

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

Over the past year, Method Schools demonstrated sustained progress across academic outcomes, organizational leadership, and operational effectiveness, as reflected in both California School Dashboard indicators and local data. After making significant gains in prior years, Method maintained its position in the middle-performing category while continuing to improve key student outcomes. Graduation rates and College and Career Readiness indicators improved from Orange to Yellow in 2025, English Language Arts and Mathematics remained stable in yellow, and mathematics showed notable growth of 40.7 points signaling continued instructional impact.

Key areas of progress included strengthened leadership capacity and systems coherence. Method expanded leadership development across the organization, with executive staff in their second year of a leadership development program and the launch of parallel programs for school leaders, support staff, and business teams. Survey data indicate these investments are positively influencing staff growth, engagement, and leadership effectiveness. Method also successfully earned renewal and reauthorization from its authorizer, affirming the strength of its academic program, governance, and operational systems.

Looking ahead, Method Schools remains committed to continuous improvement through:

- Refining its academic program through the expansion of live instructional opportunities, increasing support classes, strengthening curriculum development, and migrating curriculum to the Canvas.
- Deepening leadership and staff development through focused professional learning, leadership and instructional coaching, and expanded development pathway.
- Expanding outreach and sustainable growth by refining enrollment approaches and broadening access to Method's programs to better serve students seeking flexible, non-traditional learning environments.

Through sustained growth across the organization, Method continues to strengthen its ability to meet the diverse needs of students and ensure long-term organizational success.

Reflections: Technical Assistance

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

Not applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

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
Leadership and Administration	In development of its LCAP, Method actively consulted with the executive team through its monthly meetings, within its Leadership Development program, and with school leaders in leadership meetings. These meetings serve as vital platforms for the thorough review and discussion of key metrics such as student performance, experience satisfaction from all stakeholders, and enrollment data. The executive team provided invaluable insights and perspectives, ensuring that the LCAP was informed by a comprehensive understanding of the organization's objectives and challenges.
Students	Student input played a central role in the development of the LCAP ensuring that the plan accurately reflects the needs and aspirations of the student body. Various channels were utilized to gather this input, including student satisfaction surveys, student interviews, and analysis of student performance data. Homeroom teachers spoke with a small sampling of their students to get insight on their school experience, their unique needs, and where they feel Method can improve. Responses were collected, shared, and analyzed collaboratively during Method's quarterly in-person data meeting.
Parents	Parent input was instrumental in shaping the LCAP. Parent surveys provided a structured platform for gathering feedback. Additionally, parent phone interviews and focus group discussions provided opportunities for more personalized engagement, allowing for nuanced insights to be captured. By actively involving parents through these various channels, the LCAP was enriched with a comprehensive understanding of parental priorities, concerns, and aspirations, fostering a plan that is not only aligned with student needs but also reflective of the broader community's values and expectations.
Staff	Staff voice was a critical component in the development of the LCAP, ensuring that the plan reflects the experiences, needs, and professional insights of those working most closely with students. Method engaged staff through twice-yearly staff surveys, which provided structured feedback on workplace culture, instructional supports, professional development, and organizational systems. In addition, staff is surveyed following professional learning sessions and in-person meetings to gather timely feedback on the effectiveness, relevance, and impact of these experiences. Staff also participated in facilitated discussions during quarterly all-hands meetings, creating space for open dialogue, reflection on survey results, and collaborative problem-solving. To further deepen understanding, a small sampling of staff members participated in stay interviews focused on workplace culture, staff needs, highlights, and pain points. Feedback gathered through these multiple engagement strategies was reviewed and analyzed by leadership and used to inform LCAP priorities, actions, and resource allocation to better support staff effectiveness and well-being.

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

While the LCAP tool is updated annually, stakeholder feedback, academic performance data, and enrollment trends are continuously analyzed as part of Method Schools' strategic operations. On a quarterly basis, Method reports its progress toward both short- and long-term objectives through in-person staff and board meetings, allowing for ongoing evaluation and adjustments to ensure the school remains on track to meet its goals.

The adopted LCAP has been significantly shaped by input from key educational partners, including the executive team, students, and parents. Through regular meetings, the executive team reviews critical metrics such as student performance, stakeholder satisfaction, and enrollment data, ensuring that organizational objectives align with real-time needs and challenges. Student feedback remains central to this process, gathered through satisfaction surveys, consultations with student leadership, interviews, and academic performance data analysis. Additionally, targeted outreach to specific student subgroups ensures that the LCAP reflects the needs of all learners.

Parent engagement is also a critical component, with insights collected through surveys, the Parent Advisory Committee, phone interviews, and focus groups. This ongoing dialogue allows Method to understand and incorporate parental priorities, ensuring the LCAP aligns with the broader community's expectations and values.

Based on stakeholder input and a review of school performance data, Method Schools has identified the following key areas for focus and resource allocation:

- **Sustaining and further improving academic performance** following significant gains in English Language Arts and Mathematics.
- **Fostering an inclusive and collaborative learning environment** that exceeds the expectations of all educational partners.
- **Enhancing the Multi-Tiered System of Supports (MTSS) framework** to provide targeted interventions and ensure all students receive the support they need to succeed.

Of these priorities, developing staff remains the primary focus goal. Staff interviews, surveys, and academic performance data indicate that a well-developed MTSS framework has a direct impact on student success, staff satisfaction, and the continuous growth of all learners, particularly unduplicated students. By making ongoing, data-driven refinements throughout the year, Method Schools ensures that its LCAP remains a living document—one that evolves in response to stakeholder needs and drives continuous improvement.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Within 3 years, Method Schools will raise its academic performance and achievement indicators in metrics identified below.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 2: Implementation of State Standards

Priority 4: Student Achievement

Priority 5: Student Engagement

Priority 6: School Climate

Priority 7: Course Access

An explanation of why the LEA has developed this goal.

Method Schools has prioritized increasing academic performance due to low CAASPP scores, low college and career readiness, and high chronic absenteeism among students. These indicators highlight significant challenges in meeting proficiency standards, engaging consistently in classroom instruction, and preparing for post-secondary education and careers. By addressing these issues, Method Schools aims to create a supportive learning environment where all students can thrive academically, equipping them with the skills and knowledge needed for future success in college, careers, and life beyond the classroom.

Measuring and Reporting Results

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

1	ELA Diagnostic	The following are % of students meeting or above grade level: K - 100 1 - 56 2 - 75 3 - 47 4 - 41 5 - 43 6 - 45 7 - 37 8 - 38 9 - 62 10 - 59 11 - 48 Overall Average: 54.25%	The following are % of students meeting or above grade level: K- 40% 1 -33% 2 - 13% 3 -50% 4 - 51% 5 - 11% 6 - 27% 7 - 23% 8 - 41% 9 - 80% 10 - 81% 11 - 65%* Overall Average: 42.9%	The following are % of students meeting or above grade level: K- 100% 1 -33% 2 - 43% 3 -100% 4 - 80% 5 - 33% 6 - 33% 7 - 48% 8 - 46% 9 - 84% 10 - 82% 11 - 77%* Overall Average: 63.25%	Overall average of 65% students at or above grade level.	Overall average increased by 9%.
2	Math Diagnostic	The following are % of students meeting or above grade level: K - 100 1 - 44 2 - 42 3 - 20 4 - 55 5 - 36 6 - 41 7 - 33 8 - 42 9 - 52 10 - 58 11 - 51 Overall Average: 47.8%	The following are % of students meeting or above grade level: K - 40% 1 - 20% 2 - 14% 3 - 6% 4 - 24% 5 - 14% 6 - 29% 7 - 33% 8 - 39% 9 -78% 10 -76% 11 - 79%* Overall Average: 37.7%	The following are % of students meeting or above grade level: K - 40% 1 - 33% 2 - 40% 3 - 57% 4 - 55% 5 - 45% 6 - 54% 7 - 42% 8 - 53% 9 -84% 10 -79% 11 - 80%* Overall Average: 55.2%	Overall average of 55% students at or above grade level.	Overall average increased by 7.4%.

3	ELA CAASPP	In 2023, Method Schools' overall distance from standard English Language Arts is 52.2	In 2024, Method Schools' overall distance from standard in English Language Arts is 30.1	In 2025, Method Schools' overall distance from standard in English Language Arts is 24.4	In 2025, Method Schools' Distance from Standard will be 0.	Method improved their distance from standard by 27.8 points.
4	Math CAASPP	In 2023, Method Schools' overall distance from standard in Mathematics is 100.1	In 2024, Method Schools' overall distance from standard in Mathematics is 78.6	In 2025, Method Schools' overall distance from standard in Mathematics is 40.9	In 2025, Method Schools' Distance from Standard will be 0.	Method improved their Mathematics distance from standard by 59.2 points.
5	A-G completion rate	A-G completion rate is 10.5%	A-G completion rate is 15.1%	A-G completion rate is 14.9%	A-G completion rate will be 80%	A-G completion rate increased by 4.4%.
6	Graduation Rate	Method Schools' graduation rate is 93.2%	Method Schools' graduation rate is 68.8%	Method Schools' graduation rate is 81.6%	Method Schools will achieve a graduation rate of 95%	Graduation rate decreased 12.8%
7	ELPAC Development Levels	Based on 2023 ELPAC Summative 20% - Well Developed 33% - Moderately Developed 33% - Somewhat Developed 13% - Minimally Developed	Based on 2024 ELPAC Summative 16% - Well Developed 58% - Moderately Developed 16% - Somewhat Developed 11% -Minimally Developed	Based on 2025 ELPAC Summative 29% - Well Developed 35% - Moderately Developed 18% - Somewhat Developed 6% -Minimally Developed	Based on 2026 ELPAC Summative 33% - Well Developed 33% - Moderately Developed 20% Somewhat Developed 13% Minimally Developed	Well-developed English Learners increased by 13%.

**11th grade percentage reflects Diagnostic 2 data. 11th graders do not take the NWEA in Diagnostic 3.*

Goal Analysis for 2025-26

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

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

Method Schools made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year. Method made significant gains in CA Dashboard metrics. While Method saw significant improvements specifically in ELA and mathematics metrics, the school still continues to struggle in A-G completion and graduation rates.

Successful Implementation

- Action 1.1 Edmentum - Method successfully adopted Edmentum Courseware classes at the high school level. Method continued to use the curriculum for 11th and 12th grade courses as well as select electives. However, Method plans to move to Smartfox curriculum for grades 2-12 next year.
- Action 1.2 Smartfox Curriculum - Method successfully completed and adopted Smartfox curriculum at grades 2-10 and plans to adopt Smartfox courses in grades 11-12 next year.
- Action 1.3 ELA and Math Specialists - Last year, Method adjusted its direction by utilizing our current instructional staff to teach intervention classes. In its second year in this model, Method continues to see excellent progress in academic performance.
- Action 1.4 SPED Supports - Method Schools filled the vacant Director of Special Education role and expanded its Special Education teaching staff from 3 to 5 making Special Education services primarily executed through in-house Method staff.

Implementation Challenges:

- Action 1.5 Counselor Development - Method Schools planned to enhance counselor development as part of its efforts to improve academic performance and student support. However, this action was not implemented due to the limitations of conference travel. Based on little improvement on A-G goal and the remaining gap to improve graduation rates, Method has reorganized a new role, Director of Counseling and College Services in order to provide specific direction and implement initiatives to directly impact this goal.
- Action 1.6 Multi Language Support - Method Schools moderately implemented its Multilanguage Support action by hiring an English teacher with experience in multilanguage support and integrating English Language Development (ELD) courses through the Edmentum Courseware catalog. Challenges included ensuring consistent engagement and support for multilingual learners within the online platform. Moving forward, the school aims to enhance direct instructional support and refine strategies to better meet the needs of multilingual students especially in an online environment.

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.

Method experienced some differences in the planned expenditures and estimated actual expenditures due to varying operational priorities and the realities of implementation.

Expenditures differences of note:

Action 1.1 Edmentum HS LMS. Budgeted $30,250 Est. Expenditure $14,000. Difference due to reduced student needs and enrollment.

All other action items for this goal are near or exceed budget.

Percentage of Improved Services differences of note: none

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving goal 1, as demonstrated by the above metrics.

- Action 1.1, 1.2, and 1.3 - Edmentum and Smartfox curriculum demonstrated strong effectiveness as evidenced by increased ELA and mathematics achievement scores in CAASPP.
- Action 1.4 SPED supports demonstrates strong effectiveness and rebounded from challenges experienced in 2024-25 under the direction of the SPED Director.
- Action 1.5 Counselor Development shows limited effectiveness based on A-G completion rate increasing but overall graduation rate declining. Further investment in counselor training and analysis of graduation rate are necessary.
- Action 1.6 English Language supports showed effectiveness as students continue to move toward well developed proficiency per the summative ELPAC assessment.

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

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP cycle:

Goal Description: No changes to current goal focusing on academic achievement.

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	Edmentum	Edmentum Courseware provides engaging and interactive learning materials, including multimedia resources and interactive assessments, which can increase student engagement and motivation. The data-driven insights provided by Edmentum enable teachers to monitor student progress in real-time, identify areas for improvement, and adjust instruction accordingly. Edmentum Exactpath offers a comprehensive platform tailored to individual student needs, allowing for personalized instruction and targeted intervention. This adaptive approach ensures that students receive instruction at their appropriate skill levels, addressing learning gaps and promoting mastery of key concepts.	$30,250	Yes
2	Smartfox Curriculum Development	Developing an internal curriculum for grades 2-12 that is competency-based, standards-aligned, and tailored to Method Schools' independent study and virtual learning model will significantly enhance student success.	$160,000	Yes
3	ELA and Math Specialists	Creating two roles, Math and ELA Intervention Specialists, will significantly enhance and improve services by providing structured, targeted instruction to underperforming students. These specialists will offer personalized support and intervention strategies tailored specifically to address students' deficits in math and English language arts (ELA). The specialists will also closely monitor student progress, adjust instruction as needed, and track outcomes to ensure its effectiveness.	$98,000	Yes
4	SPED Supports	As Method's Special Education population continues to grow, more emphasis on focus on expanding the range of its services, resources, accommodations, and interventions designed to meet the unique needs of students with disabilities or exceptionalities. Method intends to incorporate professional development, parent and family engagement, and an expansion of special education resources available to its students. Funding will come from SPED funds.	$275,000	Yes

5	Counselor Development	Counselor development refers to the continuous growth, training, and professional development of counselors to enhance their knowledge, skills, and effectiveness in providing counseling services to students. Counselor development will encompass specialized training and attendance at college guidance conferences, expansion of collaboration and advocacy opportunities for students, and supporting counselors to make data informed decisions.	$3000	Yes
6	Multilingual Development Program	The expansion of Multi-Language Development program will include language acquisition support, differentiated instruction, family and community engagement, and opening access to academic content. By investing in the expansion of the ELD program, schools can enhance the educational experiences and outcomes of English language learners and promote their success in school and beyond.	$50,000	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Method will develop an inclusive and collaborative environment that actively engages and ultimately exceeds the expectation of all its stakeholders.	Broad

State Priorities addressed by this goal.

Priority 3: Parental Involvement and Family Engagement

Priority 5: Student Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Based on stakeholder surveys, staff and parent interviews, and engagement data, Method designed this goal to enhance satisfaction by fostering a more inclusive and collaborative school culture. It aims to strengthen communication, increase participation, and ensure all stakeholders feel valued and involved in decision-making.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Parent Advisory Committee Participation	Method's Parent Advisory Committee has 16 active members.	Method's Parent Advisory Committee has 2 active members.	Method's Parent Advisory Committee has 17 members	Method's Parent Advisory Committee will equal 10% of student population.	Method's Parent Advisory Committee increased by 1 member
2	Parent Satisfaction	Based on the Fall parent satisfaction survey, Method earned an 85% satisfaction score from parents.	Based on Spring 2025 parent satisfaction survey, Method earned an 86% satisfaction score from parents.	Based on Fall 2025parent satisfaction survey, Method earned 78% satisfaction score	Method will earned an 95% satisfaction score from parents.	Parent satisfaction decreased by 7%
3	Student Satisfaction	Based on the Fall student satisfaction survey, Method earned an 80% satisfaction score from its students.	Based on the Fall student satisfaction survey, Method earned an 74% satisfaction score from its students.	Based on Fall 2025 student satisfaction survey, Method earned 82% satisfaction score	90% of students will rate Method Schools 9 or 10 in terms of satisfaction.	Student satisfaction increased by 2%
4	Staff Satisfaction	65% of staff rated their overall satisfaction with their work experience at Method.	76% of staff rated their overall satisfaction with their work experience at Method.	100% of staff rated their overall satisfaction with their work experience at Method.	90% of staff will rate their overall satisfaction with their work experience at Method.	Overall satisfaction increased by 35%
5	Student Attendance	Method Schools maintained an average daily attendance of 95%.	Method Schools maintained an average daily attendance of 99%.	Method Schools maintained an average daily attendance of 96.95%	Method Schools will maintain an average daily attendance of 95%	Method Schools increased its average daily attendance by 1.95%.
6	Staff Evaluation Scores	Based on midyear evaluations, Method staff achieved an overall staff performance score of 89%.	Based on midyear evaluations, Method staff achieved an overall staff performance score of 89%.	Based on midyear evaluations, Method staff achieved an overall staff performance score of 94%.	Method Schools will improve staff performance to 90%.	Method staff performance evaluations improved by 5%.
7 (3.3)	Leadership Effectiveness	48% of staff rated leadership extremely or very effective.	87% of staff rated leadership extremely or very effective.	90% of staff rated leadership either extremely effective (57%) or very effective (37%).	Across all departments, 90% of staff will rate leadership "extremely effective"	Staff's rating of leadership effectiveness increased by 47%.

Goal Analysis for 2025-26

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

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

Method Schools made moderate progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Successful Implementation:

- Action 2.1 Method added two additional stipend Parent Success Manager roles. The Parent Success Managers facilitate the Parent Advisory Committee, host Parent Workshops, and support parents
- Action 2.2 After little participation in 2024-25, PAC meetings have been well-attended with a total of 17 parents participating in the meetings throughout the year.
- Action 2.3 Method continues to provide opportunities for student leadership, social activities such as bonfires, field days, service learning, and traditional school events like Prom and Grad Night. Student-led clubs have also increased.

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.

Method experienced some differences in the planned expenditures and estimated actual expenditures due to varying operational priorities and the realities of implementation.

Expenditures differences of note:

No material differences for goal 2 actions.

Percentage of Improved Services differences of note:

No material percentage of approved differences for goal 2.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving goal 2, as determined by both quantitative and qualitative indicators.

- Action 2.1 and Action 2.2 shows effectiveness evidenced by an increase in Parent Advisory Committee turnout.
- Action 2.3 shows strong effectiveness as evidenced by an increase in overall satisfaction and an overall growth in student attendance and enrollment.
- shows limited effectiveness as evidenced by low turnout in the Parent Advisory Committee. Further exploration revealed that the majority of parents do not want a high level of involvement at school and desire only to focus on their role as learning coach.

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

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP Cycle:

Goal Description: No changes to current goal focusing on active engagement of all stakeholders.

Metrics Modifications: No changes to metrics.

Actions Modifications: Action 2.6 has been removed. Method Schools is no longer pursuing land acquisition.

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	Parent Success Program	Method's Parent Success Program involves a structured initiative designed to provide assistance, resources, guidance, and empowerment to parents or guardians in supporting their children's academic, social, emotional, and developmental needs. This includes providing parent workshops, parent education, and parent support through Parent Success Managers. By equipping parents with the support and resources they need, schools can create a collaborative and supportive educational environment that promotes the success and well-being of all students.	$6,100	Yes
2	Parent Advisory Committee	A Parent Advisory Committee (PAC) is a group of parents or guardians who come together to advise, collaborate with, and provide feedback to the school on matters related to education, school policies, programs, and initiatives. By expanding the committee's reach and influence, schools can strengthen partnerships with families, enhance communication and decision-making processes, and ultimately improve outcomes for all students.	$23,500	Yes
3	Student Clubs and Leadership	Method intends to increase the variety of extracurricular activities available to students and providing opportunities for student leadership roles within these clubs. Student clubs cover a wide range of interests, including academic, artistic, athletic, cultural, and service-oriented pursuits. These clubs often provide a platform for students to explore their interests, develop skills, build relationships, and take on leadership roles.	$7,000	Yes
4 (3.1)	Leadership Development Program	Method developed a structured initiative designed to cultivate and enhance the leadership skills, abilities, and qualities of individuals within Method. This includes a combination of training, coaching, mentoring, experiential learning, and professional development activities aimed at equipping participants with the knowledge, competencies, and mindset necessary to effectively lead and influence others. Its intent is to develop communication and collaboration skills, promote role modeling and mentor support, and empowerment of Method leaders to better support its teams.	$72,850	No
5 (3.3)	Director of Learning & Experience	The role of a Director of Learning and Experience is a leadership position responsible for overseeing instructional practices and the implementation of educational programs to enhance student learning outcomes and the overall experience at Method Schools.	$84,000	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Method Schools will refine and improve the implementation of the Multi-Tiered System of Supports (MTSS) framework to enhance academic achievement and foster socio-emotional well-being for all students.	Focus

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Student Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Method Schools prioritized the development of tools and practices to better support students based on insights gleaned from staff interview feedback, satisfaction surveys, ongoing leadership changes, and reorganizational shifts. By listening to staff perspectives, identifying areas for improvement through surveys, and recognizing the impact of leadership transitions and organizational adjustments, Method Schools aims to enhance its support framework for students. This proactive approach underscores the institution's commitment to continuous improvement and responsiveness to evolving needs within the school community, ensuring that students receive the comprehensive support necessary for their academic and personal growth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Student Attendance	Method Schools maintained an average daily attendance of 99%.	Method Schools maintained an average daily attendance of 99%.	Method Schools maintained an average daily attendance of 96.95%	Method will maintain an average daily attendance rate of 95% per learning period.	Method Schools average daily attendance declined 2%; however, the school still meets the target of 95% per learning period.
2	Tiered Reengagement Process Effectiveness	2% of student population were withdrawn due to not meeting program requirements.	2% of student population for not meeting program requirements.	1% of student population were withdrawn for not meeting program requirements.	Method Schools will reduce the % of withdrawn students for not meeting program requirements to 5%.	Method Schools reduced the % of student population withdrawn for not meeting program requirements by 1%.
3	Chronic Absenteeism	23.8% of students were chronically absent in 2023.	9.5% of students were chronically absent in 2024.	8.3% of students were chronically absent in 2025	Method Schools will reduce the % of chronically absent students to 5%	Method Schools' chronic absenteeism reduced by 15.5%

Goal Analysis for 2025-26

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

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

Method made significant progress towards the implementation and planned actions while adapting to emerging needs and challenges throughout the year.

Successful implementation:

- Action 3.1 Leadership Development Program: The original Leadership Development program is in its second year with excellent results with 90% of staff rating Method leadership extremely or very effective.
- Action 3.2 MTSS Implementation: Method refocused training on the pillars of Multi-Tiered System of Supports, a MTSS guide has been published, and instructional staff participates in training and collaborate towards ongoing improvement.
- Action 3.3 MTSS Tracker was successfully developed and implemented. Method will change Student Information Systems in the 2026-27 school year.

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.

Method experienced some differences in the planned expenditures and estimated actual expenditures due to varying operational priorities and the realities of implementation.

Expenditures differences of note:

No material differences for goal 3 actions.

Percentage of Improved Services differences of note:

No material percentage of approved differences for goal 3.

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

Based on our analysis of metrics and outcomes, the implementation of the actions should a high level of effectiveness in achieving goal 3 as demonstrated by both quantitative and qualitative data.

- Action 3.1 Professional learning has demonstrated effectiveness based on staff evaluations as well as the improvements in attendance, effective tiered re-engagement process, and the decline of chronic absenteeism.
- Action 3.2 and Action 3.3 demonstrate effectiveness as demonstrated by the decline of chronic absenteeism and effectiveness of its tiered re-engagement process.

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 adjustments to goal, metrics, outcomes, or actions.

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 (3.3)	Professional Development Program	Method's restructuring of its professional development program will encompass ongoing training, learning opportunities, and support for educators to enhance their knowledge, skills, and effectiveness in teaching and supporting students. Guided by the Director of Instruction, the professional development program will directly target teacher needs including training on Multi-Tiered System of Supports, Instructional coaching, classroom observations, and personalized learning approaches for Method's teaching staff.	$70,000	Yes
2 (3.4)	Schoolwide MTSS Implementation	The Multi-Tiered System of Supports (MTSS) is a comprehensive framework designed to provide systematic, data-driven support to all students by addressing their academic, behavioral, and social-emotional needs. Refocusing on the MTSS framework can contribute to increasing or improving services, especially for special education and unduplicated students, in several ways: early intervention and identification, differentiated instruction, collaboration and data-based decision making, resource allocation, and personalized support.	$197,200	Yes
3	Smartfox MTSS Tracker	An efficient system for tracking student engagement in all components of Method's independent study program is required in order to better identify students who may need additional intervention and better track the effectiveness of interventions implemented for students.	$5000	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Method Schools will expand its reach to students through targeted outreach, retention strategies, and program enhancements to ensure sustainable growth and long-term success.	Broad

State Priorities addressed by this goal.

Priority 3: Parental Involvement and Family Engagement

Priority 5: Student Engagement

Priority 7: Conditions of Learning

An explanation of why the LEA has developed this goal.

In response to several key factors impacting student enrollment, retention, and overall educational access, Method Schools developed this goal to ensure continued student success, financial stability, and program expansion. Increasing enrollment extends Method's high-quality education model to students particularly those who find success in a non-traditional learning environment. Student retention helps maintain steady enrollment numbers as well as supports Method's goal of academic achievement as data shows that the longer students stay at Method, the more successful they are.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Annual student enrollment	Student enrollment in 2024 was 361.	Student enrollment in 2024 was 361.	Student enrollment in 2025 was 428	Overall student enrollment in 2027 will be 450 students	Method increased enrollment by 67.
2 (4.3)	The Academy at Method Schools Enrollment Growth	The Academy at Method Schools was revamped in 2024-25. Enrollment this year is 0.	The Academy at Method Schools was revamped in 2024-25. Enrollment this year is 0.	The Academy at Method Schools this year is 28.	The Academy at Method Schools enrollment will be 50 students	The Academy at Method Schools enrollment increased to 39.
3 (4.4)	Secure seat-based petition	Method Schools operates 2 separate independent study charters and will open a seat-based charter in 2025-26.	Method Schools will secure an additional seat-based charter.	Method Schools secured a seat-based charter.	A seat-based charter will be secured and in operation.	Method Schools secured a seat-based charter.

Goal Analysis for 2025-26

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

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

Method Schools has successfully expanded its reach and retention strategies as evidenced by its increased enrollment, expansion of new schools, and increases in its internal programs. The Director of Expansion role is refocused on expansion internally as the Director of Counseling and College and Career Readiness specifically to address low college and career readiness, limited change in A-G completion, and while Method continues to improve its graduation rate, it still has more room to grow.

Further, Method has relaunched The Academy at Method Schools, the dual enrollment program that allows high school students to take community college courses. The Academy at Method School successfully relaunched in the 25-26 school year with a fall cohort of 17 and a new cohort in spring semester. In doing so, Method expects that college and career readiness and postsecondary success will continue to increase.

Method leadership and enrollment teams both monitor and evaluate enrollment growth efforts. Enrollment team has a new focus as Experience specialists with responsibilities that include understanding and promoting new programs within Method.

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.

Method experienced some differences in the planned expenditures and estimated actual expenditures due to varying operational priorities and the realities of implementation.

Expenditures differences of note:

Action item 3: Method has expanded course offerings and programs, however this has primarily been achieved via normal operational staff expectations.

Percentage of Improved Services differences of note:

No material percentage of approved differences for goal 3.

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

Based on our analysis of metrics and outcomes, the implementation of the actions should a high level of effectiveness in achieving goal 4 as demonstrated by both quantitative and qualitative data.

Action 4.1 Director of Expansion has successfully contributed to enrollment growth, the acquisition of a seat-based charter, and growth in The Academy at Method Schools.

Action 4.2 Retention strategies continue to improve as evidenced by the steady enrollment growth.

Action 4.3 The Academy at Method Schools has successfully relaunched with now two co-horts running.

Action 4.4 School leadership regularly analyze enrollment trends at Data and Assessment meetings. Enrollment reports new trends on a monthly basis at Method staff meetings. Method continues to adjust strategies to meet the needs of its community.

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.

Method Schools removed goal 2 as it secured a seat-based petition for the sports academy. Sports academy growth will be tracked under the Method Summit Academy LEA.

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	Director of Expansion role/Director of College and Career Readiness and Counseling	The Director of Expansion role was refocused as the Director of College and Career Readiness and Counseling. This role will drive strategic enrollment growth specifically in enhancing development of internal programs that support post secondary options for high school students.	$90,000	Yes
2	Strengthen retention strategies	Enhance student and family engagement through personalized support, academic resources, and extracurricular opportunities.	$15,000	Yes
3	Expand course offerings and program opportunities	Expand course offerings, career pathways, and extracurricular programs to attract diverse student populations.	$15,000	Yes
4	Monitor and evaluate enrollment growth efforts	Regularly analyze enrollment trends and feedback to adjust strategies as needed.	$3750	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$797,592	$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
8.9%	0%	$0	8.9%

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 school wide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	Edmentum	Edmentum Courseware curriculum supports students towards grade level academic standards. Edmentum ExactPath provides targeted curriculum to support students identified below grade level in ELA and Math. Edmentum provides unduplicated students access to standards-aligned, grade level curriculum with appropriate learning supports.	CAASPP Performance, NWEA Diagnostic Data

1.2	Smartfox Curriculum Development	Smartfox curriculum development is competency-based and standards aligned ensuring that educational content directly targets students' learning needs and addressed identified needs by providing a structured framework for comprehensive learning. The implementation fosters equitable access to high quality learning for all students.	CAASPP Performance, Diagnostic Data
1.3	ELA and Math Specialists	The ELA and Mathematics intervention roles address identified needs by offering targeted supports to struggling in core subjects, ensures individualized assistance to improve proficiency levels and ensures access to resources necessary for academic success to all students.	CAASPP Performance, Diagnostic Data
1.5	Counselor Development	Counselor development and training ensures students are supported in their pathways to high school diplomas as well as transitions to postsecondary plans. Counselor development and training will provide effective workshops and education to students will support college and career readiness for unduplicated students.	Graduation Rate, A-G Completion, CCI Indicator
2.1	Parent Success Program	Parent Success Program meets the needs of independent study students. It includes parent education workshops and targeted parent support from the parent success manager for students identified by the MTSS framework.	Parent workshop and event attendance and Parent satisfaction surveys
2.2	Parent Advisory Committee	The Parent Advisory Committee (PAC) will provide parent input on the specific needs and wants of Method families. PAC provides invaluable feedback for all its students including the needs of unduplicated.	Parent advisory committee participation, parent satisfaction surveys
2.3	Student Clubs and Leadership	Student clubs and leadership opportunities fosters a sense of belonging, student voice and agency, personal growth, and skill development among students. It is provided on a schoolwide basis to promote inclusivity and enhance student engagement.	Student satisfaction surveys, student participation and attendance

2.4 (3.1)	Leadership Development Program	The leadership development program will address identified needs by equipping educators with necessary skills, knowledge, and support to lead and manage all aspects of the school community, especially the unique needs of its unduplicated students. It is provided to promote collaborative leadership, cultivate continuous improvement, and ensure the development of staff and students.	Leadership evaluation scores
2.5 (3.2)	Director of Instruction Role	The director of instruction role will address identified needs of teacher instruction especially instructional strategies, assessment practices to ensure alignment to specific learning needs of unduplicated students and the wider student population. Director of instruction is provided on a schoolwide basis to maintain consistency, coherence, and effectiveness across the organization	Staff evaluation and staff satisfaction scores
3.1 (3.3)	Professional Development Program	The professional development program will offer specific and tailored training and support to educators through coaching and offering best instructional practices. The specific focus on Multi-Tiered System of Supports framework addresses staff's ability to meet diverse student needs and provides a cohesive approach to improvement and growth.	Staff evaluation scores
4.1	Director of Expansion role/Director of College and Career Readiness and Counseling	Unduplicated students, including low-income, foster youth, and English learners, benefit from increased access to diverse educational opportunities and personalized support. The new role will enhance outreach efforts, ensuring these students and their families are aware of and have access to Method Schools' programs and support toward successful completion of high school and transition to college and careers.	Overall student enrollment growth, Sports Academy enrollment growth, The Academy enrollment growth

4.2	Strengthen retention strategies	Many unduplicated students require additional academic, social-emotional, and engagement support to persist in their education and succeed. Strengthening retention strategies, including academic interventions, mentorship programs, and family engagement, ensures these students receive targeted, ongoing support. This action is implemented LEA-wide to create a stable, supportive environment for all students while prioritizing those facing systemic barriers.	Overall student enrollment, Tiered Reengagement
4.3	Expand course offerings and program opportunities	Unduplicated students benefit from diverse academic pathways, career training, and extracurricular options to support individualized learning and future readiness. Expanding course offerings and programs—including career and technical education (CTE), dual enrollment, and specialized learning tracks—provides these students with more accessible and flexible pathways. This action is school-wide, ensuring all students benefit while addressing the unique needs of unduplicated student groups.	Overall student enrollment, sports academy enrollment growth, Academy enrollment growth
4.4	Monitor and evaluate enrollment growth efforts	Ensuring equitable access to Method Schools requires continuous assessment of enrollment patterns, outreach effectiveness, and student success rates. Implementing data-driven monitoring and evaluation allows the LEA to adjust strategies and target support where it's needed most. This action is LEA-wide, ensuring sustainable growth while maintaining a strong focus on equitable access for unduplicated student groups.	Overall student enrollment growth, Sports Academy enrollment growth, The Academy enrollment growth

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
1.4	SPED Supports	The expansion of Special Education services ensures high-quality instruction and individualized attention to special education students. The expansion of services and resources for special education population will ensure varied services and resources that meet individualized learner needs.	CAASPP Performance, Diagnostic Data
1.6	As Method's English Learner population increases annually, Method recognizes the need to build a comprehensive Multi-Language Development program that addresses the unique and specific English development learning needs of the English Learner population.	A comprehensive multi-language development program will support English learner students to develop fluency with a particular focus on academic English. The program will include: identifying multi-language learners, ensure curriculum supports EL needs, develop instructional strategies, and provide support services including the creation of an English Learner Advisory Committee to ensure the needs of specifically English Learners are heard and addressed.	ELPI Indicator, Reclassification rates, and ELPAC scores

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.

[Provide description here]

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.

N/A Method Schools does not receive concentration grant funding

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	127:1	N/A
Staff-to-student ratio of certificated staff providing direct services to students	18:1	N/A

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for

LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or

guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services

requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

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

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

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

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

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

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

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

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

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

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

divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

California Department of Education
November 2024

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, July 2023

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year
2026-27	$ 8,963,367	$ 797,592	8.898%	0.000%	8.898%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 930,650	$ 275,000	$ -	$ -	$ 1,205,650.00	$ 1,083,600	$ 122,050

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	Edementum HS LMS	All	Yes	LEA-wide	All	Method Schools	annual	$ -	$ 30,250	$ 30,250	$ -	$ -	$ -	$ 30,250	0.000%
1	2	Curriculum Development	All	Yes	LEA-wide	All	Method Schools	annual	$ 160,000	$ -	$ 160,000	$ -	$ -	$ -	$ 160,000	0.000%
1	3	ELA and Math Specialists	All	Yes	LEA-wide	All	Method Schools	annual	$ 98,000	$ -	$ 98,000	$ -	$ -	$ -	$ 98,000	0.000%
1	4	SPED Supports	SPED	Yes	LEA-wide	All	Method Schools	annual	$ 275,000	$ -		$ 275,000	$ -	$ -	$ 275,000	0.000%
1	5	Counselor Development	All	Yes	LEA-wide	All	Method Schools	annual	$ -	$ 3,000	$ 3,000	$ -	$ -	$ -	$ 3,000	0.000%
1	6	Multi-language development program	ELA	Yes	LEA-wide	English Learners	Method Schools	annual	$ 50,000	$ -	$ 50,000	$ -	$ -	$ -	$ 50,000	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	1	Parent Success Program	All	Yes	LEA-wide	All	Method Schools	annual	$ 4,300	$ 1,800	$ 6,100	$ -	$ -	$ -	$ 6,100	0.000%
2	2	Parent Advisory Program	All	Yes	LEA-wide	All	Method Schools	annual	$ 23,500	$ -	$ 23,500	$ -	$ -	$ -	$ 23,500	0.000%
2	3	Student Clubs and Leadership	All	Yes	LEA-wide	All	Method Schools	annual	$ -	$ 7,000	$ 7,000	$ -	$ -	$ -	$ 7,000	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	1	Leadership Development Program	All	No	LEA-wide	All	Method Schools	annual	$ 47,850	$ 25,000	$ 72,850	$ -	$ -	$ -	$ 72,850	0.000%
3	2	Director of Instruction	All	Yes	LEA-wide	All	Method Schools	annual	$ 84,000	$ -	$ 84,000	$ -	$ -	$ -	$ 84,000	0.000%
3	3	Professional Development Program and position specific	All	Yes	LEA-wide	All	Method Schools	annual	$ 20,000	$ 50,000	$ 70,000	$ -	$ -	$ -	$ 70,000	0.000%
3	4	Schoolwide MTSS	All	Yes	LEA-wide	All	Method Schools	annual	$ 197,200	$ -	$ 197,200	$ -	$ -	$ -	$ 197,200	0.000%
3	5	MTSS Tracker	All	Yes	LEA-wide	All	Method Schools	annual	$ -	$ 5,000	$ 5,000	$ -	$ -	$ -	$ 5,000	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
4	1	Director of College Career CTE	All	Yes	LEA-wide	N/A	Method Schools	annual	$ 90,000	$ -	$ 90,000	$ -	$ -	$ -	$ 90,000	0.000%
4	2	Strengthen student retention strategies	All	Yes	LEA-wide	All	Method Schools	annual	$ 30,000	$ (15,000)	$ 15,000	$ -	$ -	$ -	$ 15,000	0.000%
4	3	Expand course offerings and program opportunities	All	Yes	LEA-wide	All	Method Schools	annual	$ -	$ 15,000	$ 15,000	$ -	$ -	$ -	$ 15,000	0.000%
4	4	Monitor and evaluate enrollment growth efforts	All	Yes	LEA-wide	All	Method Schools	annual	$ 3,750	$ -	$ 3,750	$ -	$ -	$ -	$ 3,750	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (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
$ 8,963,367	$ 797,592	8.898%	0.000%	8.898%	$ 857,800	0.000%	9.570%	**Total:**	$ 857,800
								LEA-wide Total:	$ 857,800
								Limited Total:	$ -
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Edementum HS LMS	Yes	LEA-wide	All	Method Schools	$ 30,250	0.000%
1	2	Curriculum Development	Yes	LEA-wide	All	Method Schools	$ 160,000	0.000%
1	3	ELA and Math Specialists	Yes	LEA-wide	All	Method Schools	$ 98,000	0.000%
1	4	SPED Supports	Yes	LEA-wide	All	Method Schools	$ -	0.000%
1	5	Counselor Development	Yes	LEA-wide	All	Method Schools	$ 3,000	0.000%
1	6	Multi-language development program	Yes	LEA-wide	English Learners	Method Schools	$ 50,000	0.000%
							$ -	0.000%
							$ -	0.000%
2	1	Parent Success Program	Yes	LEA-wide	All	Method Schools	$ 6,100	0.000%
2	2	Parent Advisory Program	Yes	LEA-wide	All	Method Schools	$ 23,500	0.000%
2	3	Student Clubs and Leadership	Yes	LEA-wide	All	Method Schools	$ 7,000	0.000%
							$ -	0.000%
3	1	Leadership Development Program	No	LEA-wide		Method Schools	$ -	0.000%
3	2	Director of Instruction	Yes	LEA-wide	All	Method Schools	$ 84,000	0.000%
3	3	Professional Development Program and pc	Yes	LEA-wide	All	Method Schools	$ 70,000	0.000%
3	4	Schoolwide MTSS	Yes	LEA-wide	All	Method Schools	$ 197,200	0.000%
3	5	MTSS Tracker	Yes	LEA-wide	All	Method Schools	$ 5,000	0.000%
							$ -	0.000%
4	1	Director of College Career CTE	Yes	LEA-wide	N/A	Method Schools	$ 90,000	0.000%
4	2	Strengthen student retention strategies	Yes	LEA-wide	All	Method Schools	$ 15,000	0.000%
4	3	Expand course offerings and program oppc	Yes	LEA-wide	All	Method Schools	$ 15,000	0.000%
4	4	Monitor and evaluate enrollment growth eff	Yes	LEA-wide	All	Method Schools	$ 3,750	0.000%
							$ -	0.000%

2026-27 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,205,650.00	$ 1,254,017.00

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	Edementum HS LMS	Yes	$ 30,250	$ 14,000
1	2	Curriculum Development	Yes	$ 160,000	$ 237,439
1	3	ELA and Math Specialists	Yes	$ 98,000	$ 82,496
1	4	SPED Supports	Yes	$ 275,000	$ 280,797
1	5	Counselor Development	Yes	$ 3,000	$ 1,500
1	6	Multi-language development program	Yes	$ 50,000	$ 51,500
				$ -	$ -
				$ -	$ -
2	1	Parent Success Program	Yes	$ 6,100	$ 6,100
2	2	Parent Advisory Program	Yes	$ 23,500	$ 23,500
2	3	Student Clubs and Leadership	Yes	$ 7,000	$ 5,500
				$ -	$ -
3	1	Leadership Development Program	No	$ 72,850	$ 65,182
3	2	Director of Instruction	Yes	$ 84,000	$ 77,280
3	3	Professional Development Program and position specific	Yes	$ 70,000	$ 64,400
3	4	Schoolwide MTSS	Yes	$ 197,200	$ 212,785
3	5	MTSS Tracker	Yes	$ 5,000	$ 5,500
				$ -	$ -
4	1	Director of College Career CTE	Yes	$ 90,000	$ 112,500
4	2	Strengthen student retention strategies	Yes	$ 15,000	$ 9,700
4	3	Expand course offerings and program opportunities	Yes	$ 15,000	$ -
4	4	Monitor and evaluate enrollment growth efforts	Yes	$ 3,750	$ 3,838
				$ -	$ -

2026-27 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 797,592	$ 857,800	$ 872,938	$ (15,138)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Edementum HS LMS	Yes	$ 30,250	$ 1,400.00	0.000%	0.000%
1	2	Curriculum Development	Yes	$ 160,000	$ 237,439.00	0.000%	0.000%
1	3	ELA and Math Specialists	Yes	$ 98,000	$ 82,496.00	0.000%	0.000%
1	4	SPED Supports	Yes	$ -		0.000%	0.000%
1	5	Counselor Development	Yes	$ 3,000	$ 1,500.00	0.000%	0.000%
1	6	Multi-language development program	Yes	$ 50,000	$ 51,500.00	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
2	1	Parent Success Program	Yes	$ 6,100	$ 6,100.00	0.000%	0.000%
2	2	Parent Advisory Program	Yes	$ 23,500	$ 23,500.00	0.000%	0.000%
2	3	Student Clubs and Leadership	Yes	$ 7,000	$ 5,500.00	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
3	1	Leadership Development Program	No	$ -	$ -	0.000%	0.000%
3	2	Director of Instruction	Yes	$ 84,000	$ 77,280.00	0.000%	0.000%
3	3	Professional Development Program and position specific	Yes	$ 70,000	$ 64,400.00	0.000%	0.000%
3	4	Schoolwide MTSS	Yes	$ 197,200	$ 212,785.00	0.000%	0.000%
3	5	MTSS Tracker	Yes	$ 5,000	$ 5,500.00	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
4	1	Director of College Career CTE	Yes	$ 90,000	$ 90,000.00	0.000%	0.000%
4	2	Strengthen student retention strategies	Yes	$ 15,000	$ 9,700.00	0.000%	0.000%
4	3	Expand course offerings and program opportunities	Yes	$ 15,000	$ -	0.000%	
4	4	Monitor and evaluate enrollment growth efforts	Yes	$ 3,750	$ 3,838.00	0.000%	0.000%
				$ -	$ -	0.000%	0.000%

2026-27 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)
$ 8,963,367	$ 797,592	0.000%	8.898%	$ 872,938	0.000%	9.739%	$0.00 - No Carryover	0.00% - No Carryover