LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Connecting Waters - Central Valley

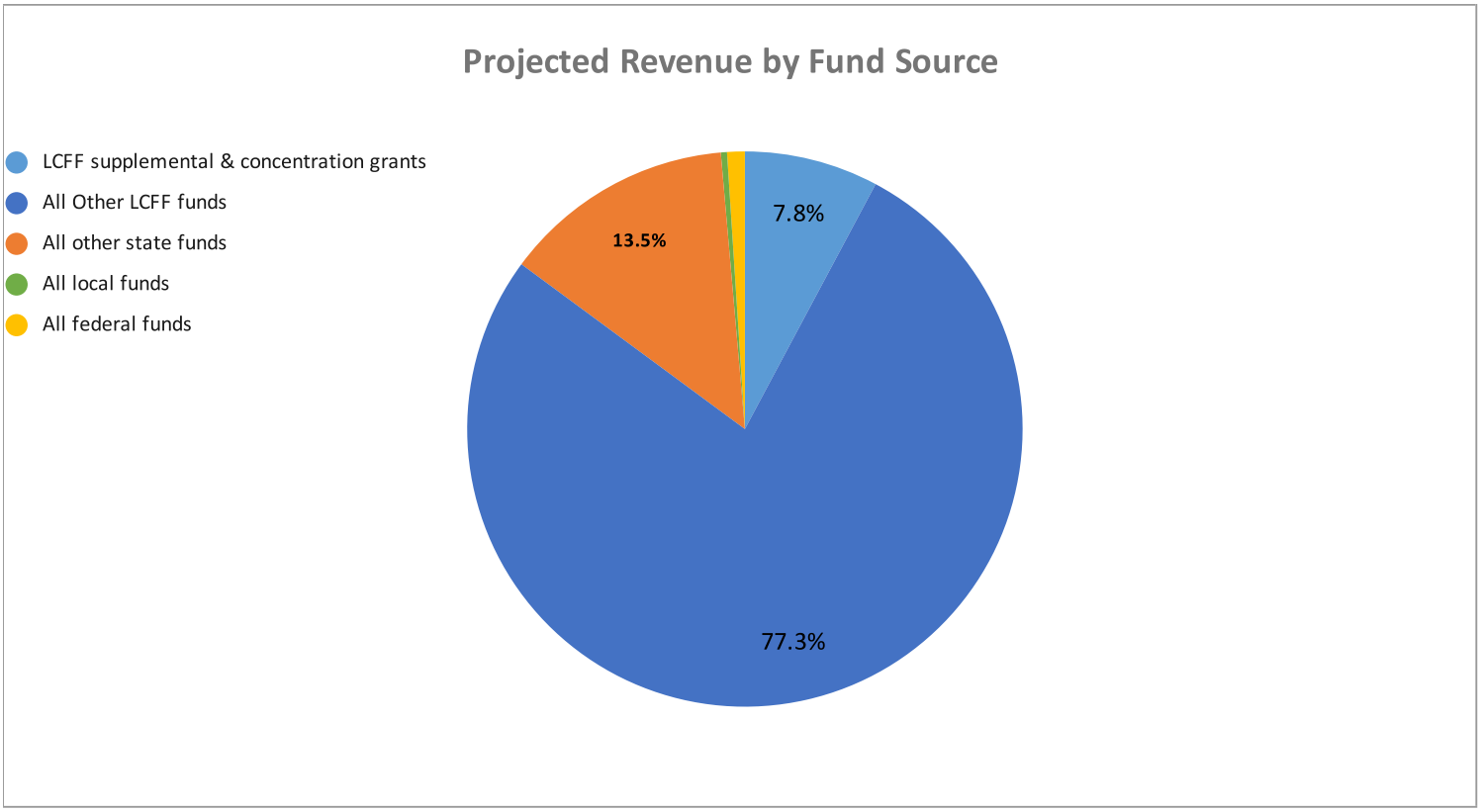
CDS Code: 50 71167 0138057

School Year: 2026-27

LEA contact information: Tammy Hushaw, Acting Executive Director
thushaw@cwcharter.org, (209) 874-1119

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

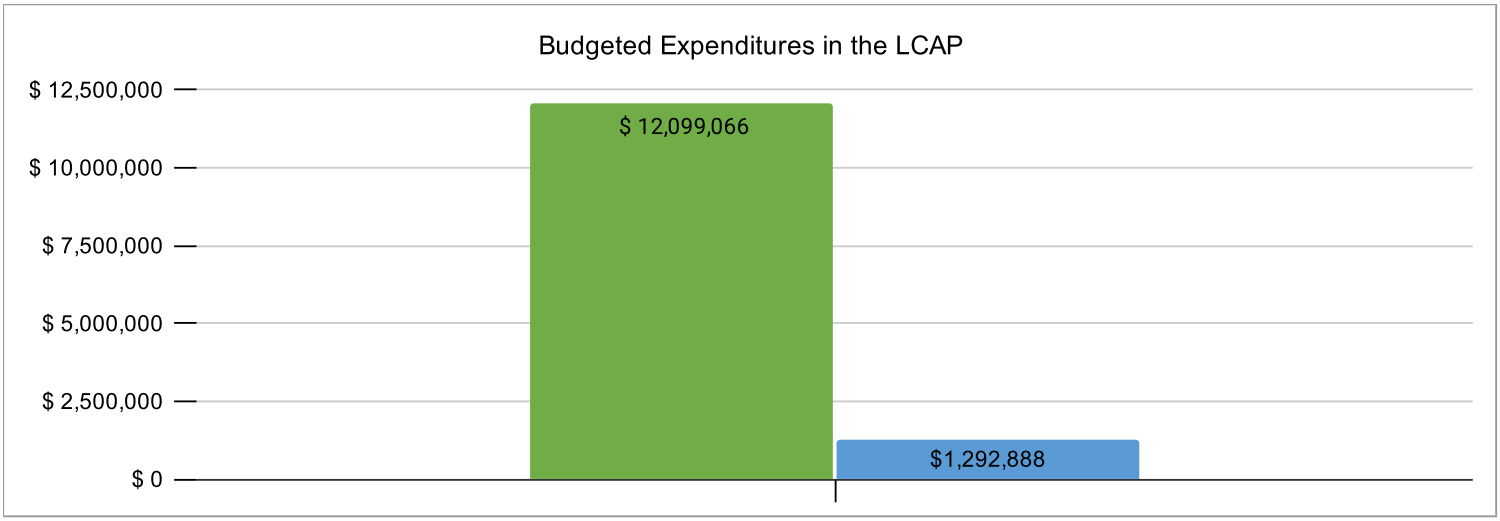
Budget Overview for the 2026-27 School Year



This chart shows the total general purpose revenue Connecting Waters - Central Valley 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 Connecting Waters - Central Valley is $12,224,776.00, of which $10,405,144.00 is Local Control Funding Formula (LCFF), $1,650,247.00 is other state funds, $43,750.00 is local funds, and $125,635.00 is federal funds. Of the $10,405,144.00 in LCFF Funds, $953,974.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



This chart provides a quick summary of how much Connecting Waters - Central Valley plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

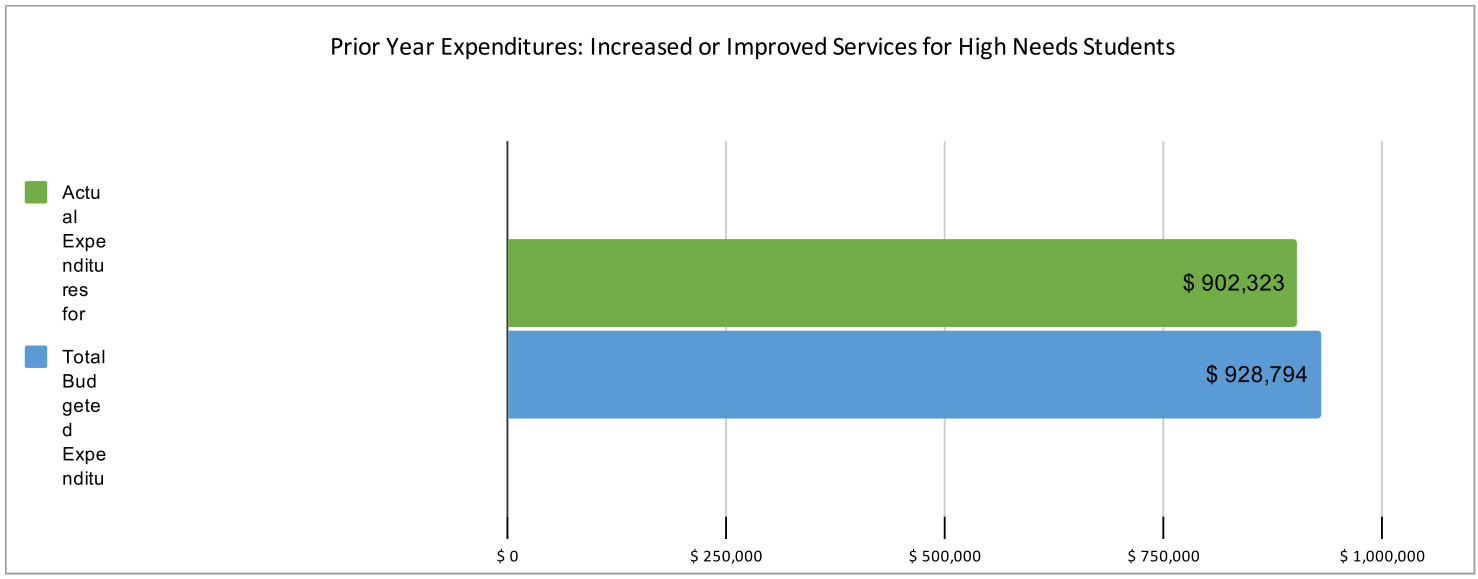
The text description of the above chart is as follows: Connecting Waters - Central Valley plans to spend $12,099,066.00 for the 2026-27 school year. Of that amount, $1,292,888.00 is tied to actions/services in the LCAP and $10,806,178.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Due to Connecting Waters' personalized learning approach, our budget structure is very unique. Every ES oversees an Instructional Funding account (aka: Educational Units or EUs) for each of their assigned students. Each EU is equivalent to $1 base funding. Students in grades TK-8 receive 900 EUs per semester (equivalent to $1800 per year) and students in grades 9-12 receive 1200 EUs per semester (equivalent to $2,400 per year). The EUs carry no cash value to the parents (they cannot receive any of the funds directly), but they can work with their ES to personalize learning choices for their students. Various educational activities, curriculum, materials and services are purchased using the student's Instructional Funding accounts (EUs) throughout the year. Each student's Instructional Funding account is funded with base funding. Other expenses covered by school funding include approximately: Certificated salaries- 44%; Non- Certificated salaries-10%; Employee Benefits- 20%; Books/Supplies/Materials- 8%; Services & Operation (including facilities)- 18%. Supplemental Grant funds are budgeted for planned actions and services to meet the goals of
the LCAP.

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

In 2026-27, Connecting Waters - Central Valley is projecting it will receive $953,974.00 based on the enrollment of foster youth, English learner, and low-income students. Connecting Waters - Central Valley must describe how it intends to increase or improve services for high needs students in the LCAP. Connecting Waters - Central Valley plans to spend $1,034,323.00 towards meeting this requirement, as described in the LCAP.

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



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

The text description of the above chart is as follows: In 2025-26, Connecting Waters - Central Valley's LCAP budgeted $928,794.00 for planned actions to increase or improve services for high needs students. Connecting Waters - Central Valley actually spent $902,323.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $26,471.00 had the following impact on Connecting Waters - Central Valley's ability to increase or improve services for high needs students:

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Connecting Waters Charter School - Central Valley	Tammy Hushaw, Acting Executive Director	thushaw@cwcharter.org/209-874-1119x6

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.

Connecting Waters Charter School, Central Valley (hereafter “CWCV” or "CV") a non-classroom based "personalized learning school" that serves students in transitional-kindergarten through twelfth grade who are seeking a non-traditional, personalized, alternative educational setting. CWCV is operated by Connecting Waters Charter Schools, Inc. and is located within the boundaries of Stanislaus County Office of Education (“SCOE” or County) sponsored by Modesto City School District. CWCV was in its first year of operation as of the 2018-19 school year.

As of the 2025 California Dashboard reporting, a total of 776 students were enrolled with the following unduplicated pupils enrolled: SED (415), EL (48), FY (0)). Additionally, CWCV services 101 students with Special Needs. CWCV serves students who reside in Alameda, Calaveras, Mariposa, Merced, San Joaquin, Santa Clara, Stanislaus, and Tuolumne counties.

When enrolling a child in CWCV, the parent assumes primary responsibility as the facilitator of the student's educational program. An Education Specialist (ES), who is a credentialed teacher, is assigned to each student. The school strives to develop a partnership to establish the distribution of responsibility between the parent and the ES in the following areas: creation of assignments, selection of materials, evaluation of curriculum, and arrangement of group educational activities, classes, internships and cooperative learning projects.

The administrators, educators, and families of Connecting Waters Charter School, Central Valley believe that the highest level of learning occurs by: assisting students and parents with educational guidance, individualizing curriculum to meet students’ needs, providing materials, resources and supportive instruction, allowing flexibility in both teaching and learning styles, promoting real-life context-based learning, challenging students to achieve mastery of state standards.

Due to this personalized learning approach, our budget structure is very unique. Every ES oversees an Instructional Funding account (aka: Educational Units or EUs) for each of their assigned students. Each EU is equivalent to $1 base funding. Students in grades TK-8 receive 900 EUs per semester (equivalent to $1,800 per year) and students in grades 9-12 receive 1200 EUs per semester (equivalent to $2,400 per year). The EUs carry no cash value to the parents (they cannot receive any of the funds directly), but they can work with their ES to personalize learning choices for their students. Various educational activities, curriculum, materials and services are purchased using the student's Instructional Funding accounts (EUs) throughout the year. Each student's Instructional Funding account is funded with base funding. The increased and improved services provided to high needs student groups outlined in this Plan includes services and materials above and beyond what their personalized EUs can provide. However, each student uniquely receives increased

and improved services due to the nature of our charter focus of personalized learning.

The CV LCAP addresses areas of additional needed supports to help make progress toward the identified goals. Each goal and action item was formulated with the aim of fostering equity among unduplicated pupils in comparison to their non-unduplicated counterparts. Because families have a choice in selecting their student's learning model from year to year (students may enroll in classes, use Computer Aided Instruction, private tutors, outside vendors or work independently), it is often necessary to re-evaluate and adjust funding sources and action items identified for specific students using Supplemental Grant funding. Often, all of a student's needs can be met through the use of their EUs.

CV meets the state priorities in a unique way because our mission and structure revolve around Personalized Learning for each individual student:
Priority 1: appropriate teacher assignments: All students are assigned Effective Educators in each course of study as per state and federal law; sufficient instructional materials: teachers can work with parents and students to customize curriculum and instructional methodology to meet the student's academic needs and learning style using their Instructional Funding budgets; and have access to facilities in good repair: CV is an independent study, non-classroom based charter school. This structure is also known as a Flex Based School.
Priority 2: implementation of academic and performance standards including all state standards and ELD standards: all teachers are trained on how to effectively implement standards and monitor student progress in standards. All students use standards aligned materials and have the ability to supplement core curriculum with additional supports when needed to meet the needs of their instructional funding budgets.
Priority 3: parent involvement: our unique setting requires parents to be involved in their students' education as they assume much of the day to day instruction. CV offers ample parent training on methodology, implementation of standards, usage of curriculum, and various topics to help support them in their student's education.
Priority 4: pupil achievement: all students participate in state and/or schoolwide assessments to measure academic progress.
Priority 5: pupil engagement: our unique program offers flexibility for students, which drastically reduces chronic absenteeism and drop-out rates. Our wide range of course access allows for more student choice and keeps students engaged and on-track to graduate from high school.
Priority 6: school climate: since our students are primarily at home and interact with their peers via online classes and general educational activities, our expulsion and suspension rates remain low. Families often report safety as one of many reasons for attending CV.
Priority 7 & 8 : access to a broad course of study, especially programs and services developed for and provided to economically disadvantaged students, English Learners, Foster Youth and individuals with exceptional needs; and other pupil outcomes: CV prides itself on personalized learning, which means students not only have wide access to a broad course of study, they can choose how and where to complete courses (online, in-person, at a local college, independently) and they can customize electives to support their interests using instructional funding budgets for visual and performing arts instruction, health, physical education, and career and technical education, among all of their core subject areas of study. All students are monitored by an Effective Educator with subject matter expertise in each course of study to ensure student progress, rigor, content quality, and student success.

Reflections: Annual Performance

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

Upon reviewing the data from the California School Dashboard (Dashboard) and our local sources, it is evident that our school has made strides in some areas while facing challenges in others.

When examining the College Career Indicator (CCI) we see room for improvement. While 53.4% of our students graduated prepared, disaggregating the data reveals disparities. Notably, a significant portion of students met preparation criteria through college course completion, but only a small percentage

achieved readiness through meeting UC/CSU requirements. The absence of students meeting preparation criteria through pre-apprenticeship or the State Seal of Biliteracy warrants attention, highlighting potential areas for program enhancement and student support.

Turning to academic performance, the data indicates challenges in English Language Arts and Mathematics. In English Language Arts, while some student groups are approaching proficiency, such as 2+ Race students, others, particularly Students With Disabilities, English Learners, Hispanic and White students, and Socioeconomically Disadvantaged Students, continue to fall below standard.
Similarly, in Mathematics, the majority of student groups are below standard, with particularly concerning disparities for Students With Disabilities, Hispanic students, and Socioeconomically Disadvantaged Students, who fell in the RED performance level.

These findings underscore the importance of targeted interventions to address the needs of specific student populations. Collaborative efforts are needed to implement strategies that support academic growth and ensure equitable opportunities for all students. Additionally, ongoing monitoring and adjustment of interventions are crucial to tracking progress and refining approaches.

While the data presents areas for improvement, it also serves as a foundation for informed decision-making and action planning. By leveraging these insights, we can continue to strive for excellence and advance our mission of providing a high-quality education for all students.

To support our lowest-performing students, we are implementing a requirement for a minimum of one hour of daily direct instruction. This targeted instruction will focus on grade-level standards through Tier 1 core instruction, as well as individualized Tier 3 interventions. By incorporating consistent, standards-aligned teaching into the independent study model, we aim to accelerate learning and close achievement gaps.

Learning Recovery Emergency Block Grant (LREBG) Funding:
As a supplement to our existing Goal 2, Action 1: Targeted Instruction for Lowest-Performing Students; we will be using the remaining unexpended LREBG funding for the 2025-26 year (until funds are expended).
Estimated grant funds available: $285,509.41
Explanation and Rationale:

This action will be funded in part with LREBG funds to provide a minimum of one hour per day of required direct instruction for our lowest performing students enrolled in the independent study program. Instruction will focus on both Tier 1 core academic standards and Tier 3 individualized intervention, ensuring students receive targeted support to accelerate learning.

This action aligns with allowable uses of LREBG funds as defined in EC Section 32526(c)(2), specifically supporting accelerated learning strategies through additional instruction and academic services for students disproportionately impacted by the pandemic. The decision to implement daily direct instruction was informed by our needs assessment, which identified significant learning gaps and below-grade-level performance among a subset of our independent study student population. These students have shown limited progress with asynchronous or minimally guided instruction and require a structured, consistent instructional model to improve outcomes.

By investing in targeted, standards-based instruction supported by credentialed educators, we are addressing the urgent need for learning recovery and academic advancement among our most at-risk students, as required under EC Section 32526(d).

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
Education Specialists (teachers), Class Instructors, Resource Center Staff, Administrators, SpED, Classified Staff, other school personnel, parents, and students	CWCV employed a comprehensive approach to engage educational partners in the development of the Local Control and Accountability Plan (LCAP). This process prioritized transparent communication and inclusive participation to ensure the voices of all stakeholders were heard and considered. Communication with students and families was facilitated through a diverse array of channels, including email, phone calls, online and in- person meetings, Learning Management Systems (LMS) software, social media, surveys, district-operated websites, resource center signs, ParentSquare, and Listserves. Direct communication from CWCV staff members, school counselors, and other school staff members further enhanced engagement efforts. To ensure accessibility for non-English speaking educational partners, translations of notifications and materials were provided, and translating services were made available for those wishing to provide feedback. This draft of the LCAP was developed in consultation with parents, students, educators, staff and key educational partners in leadership positions through a live meeting (October) and survey feedback (sent 3 times per year). This inclusive approach allowed for specific input and perspectives from various educational partners. Educational partners were encouraged to provide written comments on specific actions and expenditures proposed in the plan. Based on the feedback received, modifications were made to the plan to address concerns and incorporate suggestions. The plan was presented for additional public comment at a regularly scheduled board meeting. Educational partners were notified of this opportunity for input through the aforementioned communication channels. Following the public comment period, the finalized LCAP was formally adopted in a separate board meeting in June, as required, and subsequently submitted to the Charter Authorizer. This process ensured accountability and transparency in decision-making while prioritizing the input and engagement of educational partners throughout the development and approval stages of the LCAP.

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

Several goals, metrics, actions, and budgeted expenditures in the LCAP were directly influenced by or developed in response to the feedback received from educational partners:

Continued Inclusion Specialist Service:
Feedback: The need to enhance support for students with special needs.

Action: Creation of the role of Inclusion Specialist to provide targeted support and resources for students with special needs, ensuring they receive the necessary accommodations and interventions to thrive academically and socially.
Budgeted Expenditure: Allocation of funds to hire and support the Inclusion Specialist position, including salary, training, and resources.

Continued Early Math Literacy Focus:
Feedback: There is a need to improve early math literacy and proficiency among young students as early as as 4th and 5th grade where data shows students begin to struggle and academically decline to ensure they do not fall behind their peers.
Action: Implementation of targeted interventions and instructional strategies to promote math literacy at an early age, thereby preventing students from falling behind in mathematics.
Budgeted Expenditure: Allocation of resources for professional development, instructional materials, and programs aimed at enhancing early math literacy instruction.

Continued Prioritization of Tutoring Services:
Feedback: The need to continue to improve student academic performance through targeted instructional supports to help increase in student academic achievement as evidenced by improved grades, assessment scores, and graduation rates. Action: Expansion and enhancement of tutoring services to provide additional academic support to students in need. Budgeted Expenditure: Increased funding allocated to tutoring programs, including the hiring of additional tutors, expansion of tutoring hours, and provision of resources for tutoring sessions.

Revised Response to Instruction Policy was revamped to ensure every student receives the right level of support at the right time whether they are performing at grade level, slightly below, or significantly below. By using consistent, research-based tools like iReady and CAASPP, we're able to monitor growth and provide tiered instructional support tailored to each student's unique needs.

This Policy has strength in:
Personalized Support: Students are placed into instructional tiers based on actual performance data, allowing educators and families to collaborate on the best pathway for success.
Targeted Interventions: The "Big Ideas", full-class (CMS) instruction, and Advisor approved plan options ensure students who are behind can close gaps faster through daily, standards-aligned support.
Flexibility and Choice: Parents and ESs help select the most appropriate tiered support, ensuring that learning plans reflect each student's individual situation.
Consistency Across TK-12: This approach brings coherence to instruction and assessment practices across all grade levels, making progress easier to track and respond to.

This policy was shaped directly from feedback provided by parents, teachers, and administrators who voiced a need for: Clearer expectations for student support, more consistent use of iReady data, stronger intervention structures that fit the independent study model, and more equitable access to credentialed instruction for students in need. By listening to our stakeholders, we've created a system that is both data-informed and flexible, supporting student achievement while respecting family choice and the diverse ways students learn in our program. These initiatives were developed based on a combination of anecdotal feedback from educational partners and data analysis, reflecting a collaborative effort to address identified needs and prioritize resources where they would have the greatest impact on student success. By responding to the feedback and insights provided by educational partners, the LCAP aims to create a more inclusive and supportive learning environment that meets the diverse needs of all students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase percent of students who are on track to graduate college and career ready	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal emerged from our commitment to ongoing improvement, aligning closely with the school's vision and mission statements. It was informed by extensive feedback from our Education Partners, derived from thorough analysis of schoolwide data and collaborative discussions. The coordinated actions and metrics outlined are designed to facilitate our students' preparation for college and/or career success upon graduation from Connecting Waters.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	1.1 College Career Indicator (CCI) - Dual Enrollment	1.1 College Career Indicator (CCI) 1.1(A) 57.1% Prepared 1.1(B) 97.7% of the Prepared Met through College Course Completion	1.1 College Career Indicator (CCI) 1.1(A) 60.9% Prepared 1.1(B) 82.1% of the Prepared Met through College Course Completion	1.1 College Career Indicator (CCI) 1.1(A) 53.4% Prepared 1.1(B) 87.1% of the Prepared Met through College Course Completion	1.1 College Career Indicator (CCI) 1.1(A) 60% Prepared 1.1(B) 98% of the Prepared Met through College Course Completion	1.1 College Career Indicator (CCI) 1.1(A) 3% decline in the number of students Prepared 1.1(B) .3% increase in number of students in the Prepared Met through College Course Completion

1.2	1.2 College Career Indicator (CCI) - CTE Completion	1.2 College Career Indicator (CCI) 1.2(A) 57.1% Prepared 1.2(B) 4.5% of the Prepared Met through CTE Completion	1.2 College Career Indicator (CCI) 1.2(A) 60.9% Prepared 1.2(B) 14.3% of the Prepared Met through CTE Completion	1.2 College Career Indicator (CCI) 1.2(A) 53.4% Prepared 1.2(B) 6.5% of the Prepared Met through CTE Completion	1.2 College Career Indicator (CCI) 1.2(A) 60% Prepared 1.2(B) 8% of the Prepared Met through CTE Completion	1.2 College Career Indicator (CCI) 1.2(A) 3% decline in the number of students Prepared 1.2(B) 2% increase in the number of students in the Prepared Met through CTE Completion
1.3	1.3 College Career Indicator (CCI) - Prepared via Other Measure	1.3 College Career Indicator (CCI) 1.3(A) 57.1% Prepared 1.3(B) 0% of the Prepared Met through Pre-Apprenticeship; 1.3(C) 0% Prepared Met through State Seal of Biliteracy; 1.3(D) 22.7% Prepared Met through UC/CSU Requirements	1.3 College Career Indicator (CCI) 1.3(A) 60.9% Prepared 1.3(B) 0% of the Prepared Met through Pre Apprenticeship; 1.3(C) 0% Prepared Met through State Seal of Biliteracy; 1.3(D) 20.4% Prepared Met through UC/CSU Requirements (2023-2024)	1.3 College Career Indicator (CCI) 1.3(A) 53.4% Prepared 1.3(B) 0% of the Prepared Met through Pre Apprenticeship; 1.3(C) 0% Prepared Met through State Seal of Biliteracy; 1.3(D) 12.9% Prepared Met through UC/CSU Requirements (2024-2025)	1.3 College Career Indicator (CCI) 1.3(A) 60% Prepared 1.3(B) 3% of the Prepared Met through Pre Apprenticeship; 1.3(C) 1% Prepared Met through State Seal of Biliteracy; 1.3(D) 25% Prepared Met through UC/CSU Requirements	1.3 College Career Indicator (CCI) 1.3(A) 3% decline in the number of students Prepared 1.3(B) no change 1.3(C) no change 1.3(D) 9% decrease in Prepared Met through UC/CSU Requirements (2024-2025)

1.4	1.4(A) Academic Indicator - ELA 1.4(B) Academic Indicator - Math Students with Disabilities (SWD) English Learners (EL) Hispanic (Hisp) Socioeconomically Disadvantaged (SED) White No Performance Color (NPC)	1.4 Academic Indicator 1.4(A) ELA: All Students: 23.3 points below standard (ORANGE) SWD: 94.3 points below standard (RED) EL: 54.7 points below standard (NPC) Hisp: 31.4 points below standard (YELLOW) SED: 39.4 points below standard (ORANGE) White: 25.9 points below standard (ORANGE) 1.4 (B) Math: All Students: 76.4 points below standard (ORANGE) SWD: 134.1 points below standard (ORANGE)	1.4 Academic Indicator 2023-24 1.4 (A) ELA: All Students: 25.6 points below standard (ORANGE) SWD: 82.5 points below standard (ORANGE) EL: 49.4 points below standard (NPC) Hisp: 33.4 points below standard (ORANGE) SED:38.2 points below standard (ORANGE) White: 22.8 points below standard (YELLOW) 1.4 (B) Math: All Students: 85.9 points below standard (ORANGE) SWD: 140.2 points below standard (RED)	1.4 Academic Indicator 2024-25 1.4 (A) ELA: All Students: 25 points below standard (ORANGE) SWD: 96.7 points below standard (RED) EL: 63.3 points below standard (ORANGE) Hisp: 35.3 points below standard (ORANGE) SED: 39.5 points below standard (ORANGE) White: 23.9 points below standard (ORANGE) 1.4 (B) Math: All Students: 77 points below standard (YELLOW) SWD: 137.4 points below standard (RED)	Academic Indicator 1.4(A) ELA: All Students: 20 points below Standard SWD: 91 points below standard EL: 51 points below standard Hisp: 28 points below standard SED: 36 points below standard White: 23 points below standard 1.4 (B) Math: All Students: 73 points below standard SWD: 131 points below standard EL:110 points below standard Hisp: 85 points below standard SED: 96 points below standard White: 54 points below standard	1.4 Academic Indicator Difference 1.4 (A) ELA: All Students: No color status change has occurred SWD: No color status change has occurred. EL: 9 points lower than baseline and classified (ORANGE) Hisp: 4 points improvement but no color status change SED: no change White: 2 points improvement no color status change 1.4 (B) Math: All Students: no change SWD: 3 point decline from baseline and dropped to (RED)

		EL:113 points below standard (NPC) Hisp: 87.8 points below standard (YELLOW) SED: 98.9 points below standard (RED) White: 57 points below standard (YELLOW)	EL: 153.8 points below standard (NPC) Hisp: 105 points below standard (RED) SED: 108 points below standard (RED) White: 58.9 points below standard (ORANGE)	EL: 136.9 points below standard (ORANGE) Hisp: 90.8 points below standard (YELLOW) SED: 102 points below standard (ORANGE) White: 71.8 points below standard (ORANGE)		EL: 23.9 points declined from baseline. Classified (ORANGE) now Hisp: 3 points declined from baseline no color change SED: Moved from (RED) to (ORANGE) White: 13 point decline from baseline dropped from (YELLOW) to (ORANGE)
1.5	1.5 Graduation / Dropout Rate	1.5 Graduation / Dropout Rate 2022-23 89.7% graduated	1.5 Graduation Rate 2023-24 91.8% graduated	1.5 Graduation Rate 2024-25 95% graduated	1.5 Graduation / Dropout Rate 92% graduated	1.5 Graduation Rate: Increased by 5% above baseline
1.6	1.6 Access to a Broad Course of Study - Local Indicator	1.6 Access to a Broad Course of Study - Local Indicator 2022-23 MET	1.6 Access to a Broad Course of Study - Local Indicator 2023-24 MET	1.6 Access to a Broad Course of Study - Local Indicator 2024-25 MET	1.6 Access to a Broad Course of Study - Local Indicator MET	1.6 Access to a Broad Course of Study - Local Indicator remains MET
1.7	1.7 Parent and Family Engagement - Local Indicator	1.7 Parent and Family Engagement - Local Indicator 2022-23 MET	1.7 Parent and Family Engagement - Local Indicator 2023-24 MET	1.7 Parent and Family Engagement - Local Indicator 2024-25 MET	1.7 Parent and Family Engagement - Local Indicator MET	1.7 Parent and Family Engagement - Local Indicator remains MET
1.8	1.8 Local Climate Survey - Local Indicator	1.8 Local Climate Survey - Local Indicator 2022-23 MET	1.8 Local Climate Survey - Local Indicator 2023-24 MET	1.8 Local Climate Survey - Local Indicator 2024-25 MET	1.8 Local Climate Survey - Local Indicator MET	1.8 Local Climate Survey - Local Indicator remains MET

1.9	1.9 Implementation of Academic Standards - Local Indicator	1.9 Implementation of Academic Standards - Local Indicator 2022-23 MET	1.9 Implementation of Academic Standards - Local Indicator 2023-24 MET	1.9 Implementation of Academic Standards - Local Indicator 2024-25 MET	1.9 Implementation of Academic Standards - Local Indicator MET	1.9 Implementation of Academic Standards - Local Indicator remains MET
1.10	1.10 Chronic Absenteeism	1.10 Chronic Absenteeism 2022-23 1.1% chronically absent	1.10 Chronic Absenteeism 2023-24 0.2% (BLUE) chronically absent	1.10 Chronic Absenteeism 2024-25 0.4% (BLUE) chronically absent	1.10 Chronic Absenteeism 0.5% chronically absent	1.10 Chronic Absenteeism Improved by 1.3%
1.11	1.11 Conditions of Learning 1.11(A) Teacher Credentialing 1.11(B) Standards Aligned Materials 1.11(C) Facilities in Good Repair	1.11 Conditions of Learning 1.11(A) Teacher Credentialing 2022- 2023 96% of current staff held appropriate credential or authorization 1.11(B) 100% students have access to standards aligned materials. 1.11(C) CV Local Priority 1 MET	1.11(A) Teacher Credentialing 2023-24 99% of current staff held appropriate credential or authorization 1.11(B) 100% students have access to standards aligned materials. 1.11(C) CV Local Priority 1 MET	1.11(A) Teacher Credentialing 2024-25 99% of current staff held appropriate credential or authorization 1.11(B) 100% students have access to standards aligned materials. 1.11(C) CV Local Priority 1 MET	1.11 Conditions of Learning 1.11(A) Teacher Credentialing 100% of current staff held appropriate credential or authorization 1.11(B) 100% students have access to standards aligned materials	1.11(A) Teacher Credentialing for current staff has improved by 3% over baseline 1.11(B) no change 1.11(C) no change

Insert or delete rows, as necessary.

Goal Analysis for [2025-26]

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

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

During the 2025-26 school year, implementation of Goal 1 actions continued to mature and build on the foundation established in prior years. The Community College Liaison position was maintained and fully operational throughout the year, providing students with direct support in navigating dual enrollment registration, financial aid, and the community college experience. This was the second full year with this position in place, and the accumulated relationships

with college partners and improved onboarding processes allowed the liaison to serve more students more effectively than in Year 1.

The CTE program continued to expand. Our Animal Science pathway completed its first full year inclusive of a student internship experience, a significant milestone that deepened career-connected learning for participating students. FCCLA and other CTE elective courses continued to grow in enrollment, and transportation supports were maintained to ensure student access to competitions and community events. Staff hiring and training efforts continued to keep the program adequately resourced.

Development and launch of the Virtual Career Center continued, with the platform designed to serve as a centralized hub for college and career planning tools, resources, and counseling access. This resource is being refined based on student and family feedback to ensure it meets the unique needs of our non-classroom-based learners.

The Special Education Liaison positions established in the prior year remained in place and provided ongoing targeted intervention support to students with disabilities in English Language Arts. The Reengagement Team meeting structure, added as a Student Support Team protocol, continued to operate when students missed class meetings or fell behind, with immediate follow-up provided to reduce further loss of instructional time.

No substantive deviations from planned actions occurred. Challenges included the ongoing work of building systems and structures within the Virtual Career Center, which is still in development. Teacher credentialing remained at 99%, and 100% of students retained access to standards-aligned materials.

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

Where differences existed between budgeted and actual expenditures for Goal 1 actions, they were primarily the result of timing adjustments and the use of other available grant funding prior to drawing on LCAP budgeted funds. As in prior years, grant resources were utilized first to support program implementation, which affected the draw-down sequence but did not result in any reduction in service delivery. Programs were fully staffed and operational as planned. Any remaining differences reflect the natural adjustment of actual costs against projections as programs matured into their second and third year of implementation.

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

The Community College Liaison (Action 1.1) continued to be a highly effective investment. Dual enrollment participation was supported throughout the year, and the College Course Completion pathway remained the primary contributor to CCI preparedness. While overall CCI preparedness declined in 2024-25 to 53.4% from 60.9% in Year 1, the liaison's role in connecting students to community college resources remains a key strategic asset. The decline in overall preparedness is being analyzed in relation to cohort composition and is expected to be addressed through the continued maturation of CTE and Virtual Career Center supports.

CTE Expansion (Action 1.2) demonstrated continued growth, with the CTE Completion pathway rising to 6.5% of the prepared group in 2024-25, up from 4.5% at baseline. The addition of the internship component to the Animal Science pathway in 2025-26 represents the most significant milestone in this program's development and is expected to further increase CTE pathway completion rates as the cohort progresses.

The Virtual Career Center (Action 1.3) is still in active development and has not yet reached full implementation. Its contribution to CCI Preparedness

through Other Measures will be assessed as the platform is fully launched. Investment in this action is ongoing and reflects a long-term commitment to expanding career pathway access for all students, particularly those in underserved populations.

The SpEd Liaison (Action 1.4) provided meaningful support to students with disabilities and their families. While this action does not contribute to the increased or improved services calculation, the targeted ELA intervention work connected to this position is reflected in progress monitoring data for students in the RED band.

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.

Goals, metrics, target outcomes, and core actions for Goal 1 remain unchanged for the third year of this LCAP cycle. The decline in overall CCI preparedness in 2024-25 is being monitored closely, and the continued scaling of CTE pathways and the full launch of the Virtual Career Center are expected to contribute to recovery toward the 60% target. The internship component of the Animal Science CTE pathway, now in its first full year, will be a key factor in increasing CTE Completion rates. No actions have been identified as ineffective over the three-year period; rather, the actions are continuing to build momentum and structural capacity. Continued focus will be placed on increasing preparation through UC/CSU Requirements and introducing pathways toward Pre-Apprenticeship and the State Seal of Biliteracy to address the ongoing gaps in those measures.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Community College Liaison	Hire / maintain a liaison position to help students register and succeed in Community College	$16,400.00	Yes
1.2	CTE Expansion	Market, recruit & hire additional necessary staff to grow the CTE program	$39,650.00	Yes
1.3	Virtual Career Center	Virtual Career Center Develop, recruit & implement a Virtual Career Center to support students in achieving CCI Prepared	$76,500.00	Yes
1.4	SpEd Liaison	Implement a Special Education Liaison Position to Support ESs and Families. Specific focus with targeted intervention to SpEd Students in English Language Arts to increase student outcomes who fell in Red Performance Indicator	$35,560.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Close the achievement gap in the low performing students in English and Math.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal emerged from our ongoing commitment to continuous improvement, aligning closely with the school's overarching vision and mission. It stems from comprehensive analysis of schoolwide data and collaborative discussions with our Education Partners, whose invaluable feedback guided the development process. The identified actions and metrics are strategically grouped to facilitate the attainment of our goal: to empower students in bridging academic achievement gaps and accessing grade-level content equitably alongside their peers.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	2.1 Academic Indicator 2.1(A) ELA 2.1(B) Math	2.1 Academic Indicator 2022-23 2.1(A) ELA: All Students: 23.3 points below standard (ORANGE) SWD: 94.3 points below standard (RED)	2.1 Academic Indicator 2023-24 2.1(A) ELA: All Students: 25.6 points below standard (ORANGE) SWD: 82.5 points below standard	2.1 Academic Indicator 2024-25 2.1 (A) ELA: All Students: 25 points below standard (ORANGE) SWD: 96.7 points below standard	2.1 Academic Indicator 2.1(A) ELA: All Students: 20 points below standard SWD: 91 points below standard EL: 51 points	2.1 Academic Indicator Difference 2.1 (A) ELA: All Students: No color status change has occurred SWD: No color status change has

		EL: 54.7 points below standard (NPC) Hisp: 31.4 points below standard (YELLOW) SED: 39.4 points below standard (ORANGE) White: 25.9 points below standard (ORANGE) 2.1(B) Math: All Students: 76.4 points below standard (ORANGE) SWD: 134.1 points below standard (ORANGE) EL:113 points below standard (NPC) Hisp: 87.8 points below standard (YELLOW) SED: 98.9 points below standard (RED)	(ORANGE) EL: 49.4 points below standard (NPC) Hisp: 33.4 points below standard (ORANGE) SED:38.2 points below standard (ORANGE) White: 22.8 points below standard (YELLOW) 2.1(B) Math: All Students: 85.9 points below standard (ORANGE) SWD: 140.2 points below standard (RED) EL: 153.8 points below standard (NPC) Hisp: 105 points below standard (RED) SED: 108 points	(RED) EL: 63.3 points below standard (ORANGE) Hisp: 35.3 points below standard (ORANGE) SED: 39.5 points below standard (ORANGE) White: 23.9 points below standard (ORANGE) 2.1 (B) Math: All Students: 77 points below standard (YELLOW) SWD: 137.4 points below standard (RED) EL: 136.9 points below standard (ORANGE) Hisp: 90.8 points below standard (YELLOW) SED: 102 points below standard (ORANGE) White: 71.8	below standard Hisp: 28 points below standard SED: 36 points below standard White: 23 points below standard 2.1(B) Math: All Students: 73 points below standard SWD: 131 points below standard EL:110 points below standard Hisp: 85 points below standard SED: 96 points below standard White: 54 points below standard	occurred. EL: 9 points lower than baseline and classified (ORANGE) Hisp: 4 points improvement but no color status change SED: no change White: 2 points improvement no color status change 2.1 (B) Math: All Students: no change SWD: 3 point decline from baseline and dropped to (RED) EL: 23.9 points declined from baseline. Classified (ORANGE) now Hisp: 3 points declined from baseline no color change SED: Moved from (RED) to

		White: 57 points below standard (YELLOW)	below standard (RED) White: 58.9 points below standard (ORANGE)	points below standard (ORANGE)		(ORANGE) White: 13 point decline from baseline dropped from (YELLOW) to (ORANGE)
2.2	2.2 iReady MATH Growth Scores (Local Data) - Early Grades	2.2 iReady Math Growth Scores (Local Data) 2022-23 Typical Growth: The average annual growth for a student at this grade and baseline placement level. 2.2(A): Grade 4 83% 2.2(B): Grade 5 78% 2.2(C): Grade 6 60%	2.2 iReady Math Growth Scores (Local Data) 2023-24 Typical Growth: The average annual growth for a student at this grade and baseline placement level. 2.2(A) Grade 4 - 73% 2.2(B) Grade 5 - 92% 2.2(C) Grade 6 - 74%	2.2 iReady Math Growth Scores (Local Data) 2024-25 Typical Growth: The average annual growth for a student at this grade and baseline placement level. 2.2(A) Grade 4 - 96 % 2.2(B) Grade 5 - 64% 2.2(C) Grade 6 - 93%	2.2 iReady Math Growth Scores (Local Data) 2.2(A): Grade 4 86% 2.2(B): Grade 5 81% 2.2(C): Grade 6 63%	2.2 iReady Math Growth Scores (Local Data) Typical Growth: The average annual growth for a student at this grade and baseline placement level. 2.2(A) Grade 4 - increased over baseline by 13% 2.2(B) Grade 5 - decreased below baseline by 14% 2.2(C) Grade 6 - increased over baseline by 33%
2.3	2.3 iReady Growth Scores (Local Data) - All Students	2.3 Progress to Annual Typical Growth(Median) 2022-23 2.3(A:) ELA: 92% 2.3(B): MATH: 88%	2.3 Progress to Annual Typical Growth (Median) 2023-24 2.3(A) ELA: 105% 2.3(B) MATH: 83%	2.3 Progress to Annual Typical Growth (Median) 2024-25 2.3(A) ELA: 107% 2.3(B) MATH: 100%	2.3 Progress to Annual Typical Growth(Median) 2.3(A:) ELA: 95% 2.3(B): MATH: 91%	2.3 Progress to Annual Typical Growth (Median) 2.3(A) ELA: increased from baseline by 15% 2.3(B) MATH: increased from baseline by 22%

2.4	2.4 Graduation / Dropout Rate	2.4 Graduation / Dropout Rate 2022-23 89.7% graduated	2.4 Graduation /Dropout Rate 2023-24 91.8% graduated	2.4 Graduation Rate 2024-25 95% graduated	2.4 Graduation / Dropout Rate 92% graduated	2.4 Graduation Rate: Increased by 5% above baseline
2.5	2.5 Parent and Family Engagement - Local Indicator	2.5 Parent and Family Engagement - Local Indicator 2022-23 MET	2.5 Parent and Family Engagement - Local Indicator 2023-24 MET	2.5 Parent and Family Engagement - Local Indicator 2024-25 MET	2.5 Parent and Family Engagement - Local Indicator MET	2.5 Parent and Family Engagement - Local Indicator remains MET
2.6	2.6 Local Climate Survey - Local Indicator	2.6 Local Climate Survey - Local Indicator 2022-23 MET	2.6 Local Climate Survey - Local Indicator 2023-24 MET	2.6 Local Climate Survey - Local Indicator 2024-25 MET	2.6 Local Climate Survey - Local Indicator MET	2.6 Local Climate Survey - Local Indicator Remains MET
2.7	2.7 Implementation of Academic Standards - Local Indicator	2.7 Implementation of Academic Standards - Local Indicator 2022-23 MET	2.7 Implementation of Academic Standards - Local Indicator 2023-24 MET	2.7 Implementation of Academic Standards - Local Indicator 2024-25 MET	2.7 Implementation of Academic Standards - Local Indicator MET	2.7 Implementation of Academic Standards - Local Indicator Remains MET
2.8	2.8 Chronic Absenteeism	2.8 Chronic Absenteeism 2022-23 1.1% chronically absent	2.8 Chronic Absenteeism 2023-24 0.2% (BLUE) chronically absent	2.8 Chronic Absenteeism 2024-25 0.4% (BLUE) chronically absent	2.8 Chronic Absenteeism 0.5% chronically absent	2.8 Chronic Absenteeism Improved by 1.3% over baseline
2.9	2.9 Student Engagement / Climate	2.9 Student Engagement / Climate 2.9(A) Suspension Rate 0% 2.9(B) Expulsion Rate 0% 2.9(C) Attendance rate 98.9%	2.9 Student Engagement / Climate 2.9(A) Suspension Rate 0% 2.9(B) Expulsion Rate 0% 2.9(C) Attendance rate 99.8%	2.9 Student Engagement / Climate 2.9(A) Suspension Rate 0% 2.9(B) Expulsion Rate 0% 2.9(C) Attendance rate 99.8%	2.9 Student Engagement / Climate 2.9(A) Suspension Rate 0% 2.9(B) Expulsion Rate 0% 2.9(C) Attendance rate 98.9%	2.9 Student Engagement / Climate 2.9(A) no change 2.9(B) no change 2.9(C) no change

Insert or delete rows, as necessary.

Goal Analysis for [2025-26]

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

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

During the 2025-26 school year, implementation of Goal 2 actions continued in full with no substantive deviations from the planned approach. The Tiger Time direct instruction program, new this year, remained the cornerstone intervention for students in grades K-8. Students participated in standards-based instruction two days per week in ELA and two days per week in Math, with Friday sessions dedicated to Social-Emotional Learning (SEL) as a component of holistic student support. Credentialed instructors delivered this instruction, and targeted professional development was provided to Tiger Time staff to strengthen fidelity to grade-level standards and evidence-based instructional practices.

High school students were served through Advisory, study skills courses, test-taking skills courses, and skills application classes, as well as open sessions with credentialed teachers for individualized academic support. Students who did not attend Tiger Time or advisory sessions received follow-up phone calls to encourage reengagement and continued attendance, a protocol that was refined this year to improve responsiveness.

The Early Math Specialist position, established in the prior year, continued to provide focused support in grades 4 and 5, leading targeted instruction, coordinating student and family math engagement events, and monitoring diagnostic data through iReady. The Concepts and Skills Review programs remained in place schoolwide, providing structured opportunities for students to revisit and reinforce grade-level content.

LREBG-funded daily direct instruction was incorporated as a required component for the lowest-performing students in the independent study program. This structure provided a minimum of one hour per day of credentialed instruction focused on Tier 1 core standards and Tier 3 individualized intervention, meeting the intent of EC Section 32526(c)(2) and the needs identified in the prior year needs assessment.

A Reengagement Team meeting structure was added to the student support system, convening when a student missed class sessions or fell behind, to provide risk evaluation and recovery planning. The Education Specialist role was also expanded to include Tiger Time responsibilities, integrating direct instruction more fully into the daily work of credentialed staff.

No substantive differences between planned actions and actual implementation were identified. Challenges included continued engagement of families in in-person events and consistent student attendance at intervention sessions, both of which were addressed through proactive outreach and follow-up by staff.

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.

Upon review of the school's upcoming 26-27 budget, it was decided that LREBG funding would be best utilized over the course of the 26-27 and 27-28 Fiscal years, due to the school's current financial standing there is not need to exhaust these funds within the 25-26 school year as planned. All funds that were proportioned to the LREBG have since been encumbered by LCFF or unrestricted funding.

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

Schoolwide iReady progress data for 2024-25 reflects encouraging results. Progress toward Annual Typical Growth (Median) reached 107% in ELA and 100% in Math, representing increases of 15 percentage points and 22 percentage points, respectively, above the 2022-23 baseline. These gains demonstrate the cumulative effect of three years of targeted intervention, consistent progress monitoring, and tiered instructional supports.

Early grades Math growth scores showed notable improvement in Grades 4 and 6, with Grade 4 reaching 96% of Typical Growth (up 13 points from baseline) and Grade 6 reaching 93% (up 33 points from baseline). Grade 5 declined to 64%, below the baseline of 78%, and remains an area of focused attention for the Early Math Specialist in the coming year.

CAASPP Academic Indicator data shows mixed but directionally improving results for several student groups. Socioeconomically Disadvantaged students moved from RED to ORANGE in Math (2024-25: 102 points below standard), a meaningful shift indicating progress for this population. English Learners improved from 49.4 points below standard to 63.3 points below standard in ELA year over year, though this group remains a continued focus. Hispanic students in Math improved to 90.8 points below standard (YELLOW), up from the RED level in Year 1. Students with Disabilities remain in the RED band in both ELA (96.7 points below standard) and Math (137.4 points below standard), and this continues to be the most critical area of need addressed through targeted intervention and SpEd Liaison supports

The Early Math Literacy action (Action 2.2) continued to demonstrate measurable impact on early grades diagnostic scores. The presence of a dedicated Early Math Specialist provided continuity, structured instruction, and family engagement that are reflected in the improved Grade 4 and Grade 6 iReady growth scores. The Concepts and Skills Review action (Action 2.3) continued to provide valuable reinforcement for students across grade levels, with implementation integrated into Tiger Time and high school support sessions.

Graduation outcomes provided a strong positive indicator of overall student progress. The 2024-25 graduation rate reached 95%, five points above the baseline and three points above the three-year target of 92%. Chronic absenteeism remained at 0.4%, well below both baseline and target. These outcomes reflect the positive impact of the engagement and reengagement structures built into Goal 2 implementation..

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.

Goals, metrics, target outcomes, and core actions for Goal 2 remain unchanged for the third year of this LCAP cycle. The LREBG-funded daily direct instruction component will continue as required under EC Section 52064.4 until remaining funds are expended. We are expanding support classes to further aid with the instruction provided in Tiger Time, especially for math. Online and in person study halls are also being initiated and encouraged to offer further student support. Continued emphasis will be placed on Grade 5 Math growth, where iReady scores declined below baseline, and on sustaining the improvements seen in the SED and Hispanic student groups in Math. The Early Math Specialist position will continue, with programming refined based on the current year diagnostic data. The Reengagement Team meeting protocol will continue as a permanent structural component of student support. No actions have been identified as ineffective over the three-year period; each action has contributed to measurable progress toward the goal and will be continued with ongoing monitoring and adjustment.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Interventions	Tier 2&3 Support in Math and Reading (including High School Intensive, Reading Specialist, Tutoring Support); Specific focus with targeted intervention to SED students in Math to increase student outcomes who fell in Red Performance Indicator. Tier 2&3 Support in Math and Reading (including High School Intensive, Reading Specialist, Tutoring Support): Specific focus with targeted intervention to Hispanic Students in Math to increase student outcomes who fell in the Red Performance Indicator. LREBG: Introduce targeted, standards-based daily instruction led by credentialed educators, to provide the academic scaffolding necessary to support learning recovery and long-term success. Metrics 2.1-2.3; $285,509 through 2026-27.	$755,074.00	Yes
2.2	Early Math Literacy	Develop and Implement Early Math Literacy Supports (Grades 4-5)	$78,105.00	Yes
2.3	Concepts & Skills Review	Implement effective Concepts & Skills Review Programs & Support for Students to Access Grade Level Concepts	$64,780.00	Yes
2.4	Materials/Supplies	Curriculum, Materials & Equipment to support achievement in goal	$84,173.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase the percentage of English Language Learner (EL) students who achieve proficiency in English Language Arts and Math.	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

While we are proud of the progress our English Learners (EL) have made, we acknowledge the ongoing journey ahead. Delving deeper into our local and state data, we've identified a concerning trend: the percentage of EL students meeting or exceeding math standards falls below that of their non-EL counterparts. Similarly, in mastering ELA standards, our EL students lag behind their peers. This underscores the imperative for sustained, targeted support tailored to the unique needs of our EL students. Additionally, we understand the importance of providing ongoing assistance even after their reclassification.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	3.1 English Learner Progress	3.1 English Learner Progress: 2022-23 43.8% making progress towards English language proficiency	3.1 English Learner Progress: 2023-24 42.4% making progress towards English language proficiency	3.1 English Learner Progress: 2024-25 36.1% making progress towards English language proficiency	3.1 English Learner Progress: 46% making progress towards English language proficiency	3.1 English Learner Progress: Proficiency progress decreased by 7.7%

3.2	3.2 Implementation of Academic Standards - Local Indicator	3.2 Implementation of Academic Standards - Local Indicator 2022-23 MET	3.2 Implementation of Academic Standards - Local Indicator 2023-24 MET	3.2 Implementation of Academic Standards - Local Indicator 2024-25 MET	3.2 Implementation of Academic Standards - Local Indicator MET	3.2 Implementation of Academic Standards - Local Indicator maintained MET
3.3	3.3 Academic Indicator ELA	3.3 Academic Indicator ELA: 2022-23 3.3(A) Current English Learners 119.7 points below standard 3.3(B) Recently Reclassified English Learners Less than 11 students - data not displayed for privacy English Only (For Comparision Only): 25.4 points below standard	3.3 Academic Indicator ELA: 2023-24 3.3(A) Current English Learners 91.1 points below standard 3.3(B) Recently Reclassified English Learners 13.1 points above standard English Only (For Comparison Only): 27.2 points below standard	3.3 Academic Indicator ELA: 2024-25 3.3(A) Current English Learners 83.1 points below standard 3.3(B) Recently Reclassified English Learners 36.1 points below standard English Only (For Comparison Only): 25.7 points below standard	3.3 Academic Indicator ELA: 3.3(A) Current English Learners 116 points below standard Recently Reclassified 3.3(B) English Learners Less than 11 students - data not displayed for privacy	3.3 Academic Indicator ELA: 3.3(A) Current English Learners improved by 36.6 points 3.3(B) Recently Reclassified English Learners did not have a baseline but are now counted and showing growth English Only (For Comparison Only): no change
3.4	3.4 Academic Indicator MATH	3.4 Academic Indicator MATH: 2022-23 3.4(A) Current English Learners 152.7 points below standard 3.4(B) Recently Reclassified English Learners Less than 11	Academic Indicator MATH: 2023-24 3.4(A) Current English Learners 205.3 points below standard 3.4(B) Recently Reclassified English Learners 76.4 points below	Academic Indicator MATH: 2024-25 3.4(A) Current English Learners 171.2 points below standard 3.4(B) Recently Reclassified English Learners 89.9 points below	3.4 Academic Indicator MATH: 3.4(A) Current English Learners 148 points below standard 3.4(B) Recently Reclassified English Learners Less than 11 students - data not	Academic Indicator MATH: 2023-24 3.4(A) Current English Learners declined 20 points below baseline 3.4(B) Recently Reclassified English Learners now have sufficient

		students - data not displayed for privacy English Only (For Comparision Only): 72.4 points below standard	standard English Only (For Comparison Only): 77.1 points below standard	standard English Only (For Comparison Only): 70.9 points below standard	displayed for privacy	data and are working towards proficiency English Only (For Comparison Only): no change

Insert or delete rows, as necessary.

Goal Analysis for [2025-26]

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

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

During the 2025-26 school year, implementation of Goal 3 actions continued in full and resulted in some of the most significant student outcomes achieved across this LCAP cycle. All planned actions were carried out as designed, with no substantive deviations from the approved plan.

Core English instruction and Designated English Language Development (DELD) were provided to identified students through a combination of virtual classes and in-person tutoring. Instruction was guided by the California ELD Standards, with intentional integration of both Integrated and Designated ELD across content areas. The dedicated ELD class taught by a credentialed teacher continued to serve Newcomer and Long-Term English Learner (LTEL) populations, addressing the specific language acquisition needs of these subgroups. The department averaged a roster of approximately 113 EL students, 173 RFEP students, 16 LTEL students, and 21 dually identified students.

Tiger Time direct instruction sessions were a required enrollment component for identified EL students, providing consistent additional instructional minutes with English-speaking credentialed teachers three to six sessions per week. The Level Up EL tutoring program also provided students with personalized, just-in-time academic support on a predictable and consistent schedule. The use of in-house tutors contributed to strong attendance, with virtually no student no-shows across the year.

ELPAC testing and EL progress monitoring were fully implemented using the Ellevation data tracking system to support timely identification, placement, and ongoing monitoring of student growth. The EL Coordinator provided direct leadership through regular data updates to teachers, a collaborative attendance monitoring system where teachers flagged absences for immediate family outreach, and continuous staff encouragement. A decrease in extended family travel requests this year allowed for more uninterrupted instruction, which contributed to improved outcomes

Professional development in EL standards continued, with educators receiving training on both Integrated and Designated ELD and preparation for ELPAC testing formats. Staff confidence in language scaffolding and differentiated instruction for EL students continued to grow..

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.

As in the prior year, actual expenditures for Goal 3 actions were lower than budgeted for some line items, primarily due to the availability of internal capacity to manage ELPAC monitoring and professional development without incurring all projected external costs. The core English and DELD instruction action (Action 3.1) was fully funded and implemented as planned. No reduction in services occurred as a result of the spending variation. The overall effectiveness of the program, as reflected in ELPAC outcomes, confirms that services were delivered at a high level of quality regardless of the spending differences. Professional development was provided through the use of Educator Effectiveness Grant funds.

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

The 2025-26 school year produced the strongest EL program outcomes since this LCAP cycle began. Summative ELPAC results showed that 24% of EL students achieved Level 4, more than double the prior year rate. An additional 40% of students achieved Level 3, meaning that 64% of our English Learner population scored at Level 3 or above overall. This represents a breakthrough achievement and directly validates the investments made under Goal 3.

These results were driven by several interconnected factors. The intentional focus by the CWCV teaching team on both Integrated and Designated ELD standards, combined with structured preparation for the ELPAC testing format, contributed significantly to student performance. Increased instructional minutes provided through Tiger Time and Level Up tutoring created a reliable and frequent schedule of English-language instruction that accelerated acquisition. The collaborative monitoring system coordinated by the EL Coordinator ensured that absences were addressed quickly and that students remained consistently engaged with their instructional supports.

Dashboard data from 2024-25 reflects continued improvement for Current English Learners in ELA. Current English Learners scored 83.1 points below standard, an improvement of 36.6 points from the 119.7-point baseline. Recently Reclassified English Learners are now at 36.1 points below standard, with sufficient data to track this group's progress. In Math, Current English Learners improved to 171.2 points below standard from 205.3 in Year 1, a meaningful 34-point improvement. The English Learner Progress Indicator showed 36.1% of EL students making progress toward English language proficiency in 2024-25, which is a decline from the 42.4% reported in Year 1. This indicator will be monitored closely in Year 3, as ELPAC local results suggest a stronger underlying trajectory than the state indicator reflects in isolation. The dually identified student population doubled this year, reflecting growth in this area that will be an ongoing focus.

ELPAC Proctoring (Action 3.2) and Professional Development (Action 3.3) continued to support accurate assessment, informed instructional decisions, and educator readiness to serve EL students effectively. These actions, while lower in direct cost than projected, contributed to the systematic improvements reflected in outcomes.

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.

Goals, metrics, target outcomes, and core actions for Goal 3 remain unchanged for the third year of this LCAP cycle. The substantial gains in ELPAC performance validate the approach taken under this goal, and the strategies that drove these results will be continued and strengthened. Particular attention will be given to the English Learner Progress Indicator, which declined in 2024-25, to ensure that the growth evidenced in local ELPAC data is reflected in the state indicator as well. The dually identified student population, which doubled this year, will receive continued focused support. Enrollment grew at

the CWCV campus and will be monitored as part of the broader EL program. No actions have been identified as ineffective; each action contributed to the significant progress achieved. The EL Department enters Year 3 energized and focused on building on this momentum.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1]	English Language Development	Provide Core English and Designated English Language Development (DELD) Instruction for English Learners	$62,637.00	Yes
3.2	ELPAC Proctoring	Implement Effective ELPAC Testing & EL Progress Monitoring	$19,993.00	Yes
3.3	Professional Development	Implement Effective Professional Development in EL Standards for all Educators	$16,991.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$953,974	$0.00

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
0.0%	0.0%	$0.00	0.0%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Community College Liaison **Need:** Access to Resources: High-needs students often face barriers to accessing higher education resources and support systems. 2022-23 SED Students show only 53.4% prepared compared to All Students 57.1% prepared EL / Foster data not available due to <11 students 2023-24 SED Students show only 53.8% prepared compared to All Students 60.9% prepared EL / Foster data not available due to <11 students **Scope:** Schoolwide	Providing a community college liaison to our students offers several benefits, particularly for high-needs students, and extending this support on a schoolwide basis can further amplify these advantages. A community college liaison serves as a bridge, connecting students with vital resources such as academic advising, financial aid assistance, and career counseling. By facilitating access to these resources, high-needs students can receive the guidance and support necessary to navigate the college application process successfully. Personalized Support: High-needs students may require additional guidance and support to navigate the complexities of post secondary education. High-needs students may face higher rates of attrition in college due to various factors such as financial constraints, lack of academic preparedness, or inadequate support systems. By fostering a supportive environment and addressing barriers to success, the liaison helps ensure that all students, regardless of their background or circumstances, have the opportunity to thrive in higher education.	College and Career Percentage of Students Graduating Prepared through dual enrollment

1.2	**Action:** CTE Expansion **Need:** For high-needs students who may face challenges in traditional academic settings, CTE provides a tangible connection between their education and future employment opportunities. By engaging in relevant coursework aligned with their interests and career goals, high-needs students are more likely to stay motivated and engaged in their education. 2022-23 SED Students show only 53.4% prepared compared to All Students 57.1% prepared EL / Foster data not available due to <11 students 2023-24 SED Students show only 53.8% prepared compared to All Students 60.9% prepared EL / Foster data not available due to <11 students **Scope:** Schoolwide	Providing Career Technical Education (CTE) to students, particularly high-needs students, offers numerous benefits, and extending it on a schoolwide basis can further enhance these advantages, including real-world relevance, skill development, access to career pathways, equity and access, and college and career readiness. By offering CTE programs universally, schools can empower all students to succeed academically and professionally, regardless of their background or circumstances.	College and Career Percentage of Students Graduating Prepared through CTE completion
1.3	**Action:** Virtual Career Center **Need:** High-needs students may require additional support and guidance to navigate career pathways and make informed decisions about their future. A virtual platform allows for personalized interactions with career counselors and advisors, ensuring that high needs students receive the individualized support they need to succeed. 2022-23 SED Students show only 53.4% prepared	Providing a virtual career center to students, particularly high-needs students, offers several advantages, and extending it on a schoolwide basis can further enhance these benefits, accessibility, flexibility, personalized support, resource accessibility, and equity and inclusion. By extending virtual career services universally, schools can empower all students to explore career options, plan for their future, and achieve their career goals, regardless of their background or circumstances	College and Career Percentage of Students Graduating Prepared through other measures

	compared to All Students 57.1% prepared EL / Foster data not available due to <11 students 2023-24 SED Students show only 53.8% prepared compared to All Students 60.9% prepared EL / Foster data not available due to <11 students **Scope:** Schoolwide		
2.1	**Action:** Interventions **Need:** Our data shows the students who are struggling the most with academics includes our unduplicated pupils. 2022-23 SED students scored 39.4 points below standard in ELA compared to All Students 23.3 points below standard Current English Learners scored 119.7 points below standard compared to English Only Learners who scored 25.4 points below standard in ELA SED students scored 98.9 points below standard in Math compared to All Students 76.4 points below standard; Current English Learners scored 152.7 points below standard compared to English Only Learners who scored 72.4 points below standard in Math 2023-24 SED students scored 38.2 points below standard in ELA compared to All Students 25.6 points below standard Current English Learners scored 91.1 points	Providing academic interventions to students, especially high-needs students, yields numerous benefits, and extending these interventions on a schoolwide basis can further enhance these advantages such as targeted support, closing achievement gaps, preventing academic failure, building confidence and motivation, and promoting equity and inclusion. By extending academic interventions universally, schools can empower all students to reach their full academic potential and achieve success, regardless of their individual needs or challenges	Academic Indicator ELA & Math

	below standard compared to English Only Learners who scored 27.2 points below standard in ELA SED students scored 108 points below standard in Math compared to All Students 85.9 points below standard; Current English Learners scored 205.3 points below standard compared to English Only Learners who scored 77.1 points below standard in Math 2024-25 SED students scored 39.5 points below standard in ELA compared to All Students 25.0 points below standard. Current English Learners scored 83.1 points below standard compared to English Only Learners who scored 25.7 points below standard in ELA. SED students scored 102.0 points below standard in Math compared to All Students 77.0 points below standard. Current English Learners scored 136.9 points below standard compared to English Only Learners who scored 70.9 points below standard in Math. **Scope:** Schoolwide		

2.2	**Action:** Early Math Literacy **Need:** Research indicates that achievement gaps in math often emerge early in a child's education and tend to persist over time. Early math intervention helps prevent the widening of achievement gaps by addressing academic challenges before they become more significant barriers to learning. By providing targeted support to socioeconomically disadvantaged students and second language learners early on, schools can help narrow achievement gaps and promote equitable academic outcomes. Our data shows students in our school begin to struggle with math around Grade 4 2022-23 Typical Growth: The average annual growth for a student at this grade and baseline placement level was less than 100% (1 year). iReady Math: Grade 4 83%; Grade 5 78%; Grade 6 60% SED students scored 98.9 points below standard in Math compared to All Students 76.4 points below standard; Current English Learners scored 152.7 points below standard compared to English Only Learners who scored 72.4 points below standard in Math 2023-24 Typical Growth: The average annual growth for a student at this grade and baseline placement level was less than 100% (1 year). iReady Math: Grade 4 87%; Grade 5 83%; Grade 6 77% Math: SED students scored 108 points below standard in Math compared to All Students 85.9 points below standard;	Math skills acquired in early childhood serve as the foundation for later academic success. Early intervention helps build a strong math foundation, setting students on a trajectory for future academic achievement. For socioeconomically disadvantaged students and second language learners who may lack access to resources or face language barriers, early math intervention is essential in ensuring they acquire the fundamental skills needed for academic success. While early math intervention is particularly important for socioeconomically disadvantaged students and second language learners, it is also valuable for all students, regardless of need, for several reasons. All students can benefit from early intervention to address potential learning gaps and prevent academic struggles before they escalate. By providing interventions to all students universally, schools can identify and address academic challenges early on, promoting academic success for all students.	iReady MATH Growth Scores (Local Data) - Early Grades

	Current English Learners scored 205.3 points below standard compared to English Only Learners who scored 77.1 points below standard in Math 2024-25 Typical Growth: The average annual growth for a student at this grade and baseline placement level was less than 100% (1 year). iReady Math: Grade 4 96%; Grade 5 64%; Grade 6 93%. Math: SED students scored 102.0 points below standard compared to All Students who scored 77.0 points below standard. Current English Learners scored 136.9 points below standard compared to English Only Learners who scored 70.9 points below standard in Math. **Scope:** Schoolwide		

2.3	**Action:** Concepts & Skills Review **Need:** High-needs students may have gaps in their foundational knowledge due to various factors such as academic challenges, language barriers, or limited access to resources. Concepts and skills review help identify and address these learning gaps by providing targeted support and reinforcement in areas where students may be struggling. By systematically reviewing and revisiting essential concepts and skills, high-needs students can fill in learning gaps and build a solid academic foundation. Research suggests that spaced repetition and regular review are effective strategies for promoting long-term retention of information. Concepts and skills review ensure that high-needs students have multiple opportunities to revisit and reinforce previously learned material, increasing the likelihood of retention over time. 2022-23 SED students scored 39.4 points below standard in ELA compared to All Students 23.3 points below standard Current English Learners scored 119.7 points below standard compared to English Only Learners who scored 25.4 points below standard in ELA SED students scored 98.9 points below standard in Math compared to All Students 76.4 points below standard; Current English Learners scored 152.7 points below standard compared to English Only Learners who scored 72.4 points below standard in Math 2023-24	High-needs students may require additional time and support to internalize and retain new concepts and skills. Concepts and skills review provide opportunities for reinforcement and consolidation of learning, helping high-needs students solidify their understanding and mastery of key concepts. This is particularly important when students are using a variety of curriculum options, as review ensures that learning is not fragmented and that students can make meaningful connections between different instructional materials. Providing concepts and skills review is important for high needs students to reinforce learning, address learning gaps, build confidence, and promote long term retention. This practice should extend to all students, regardless of need, to support diverse learners, prevent learning loss, and promote equity and inclusion in education.	iReady Growth Scores (Local Data) - All Students

	ELA: SED students scored 38.2 points below standard in ELA compared to All Students 25.6 points below standard Current English Learners scored 91.1 points below standard compared to English Only Learners who scored 27.2 points below standard in ELA Math: SED students scored 108 points below standard in Math compared to All Students 85.9 points below standard; Current English Learners scored 205.3 points below standard compared to English Only Learners who scored 77.1 points below standard in Math 2024-25 SED students scored 39.5 points below standard in ELA compared to All Students 25.0 points below standard. Current English Learners scored 83.1 points below standard compared to English Only Learners who scored 25.7 points below standard in ELA. SED students scored 102.0 points below standard in Math compared to All Students 77.0 points below standard. Current English Learners scored 136.9 points below standard compared to English Only Learners who scored 70.9 points below standard in Math. **Scope:** Schoolwide		

2.4	**Action:** Materials/Supplies **Need:** Some students may come from families facing financial constraints or economic hardship. These students may be unable to afford basic school supplies or may have limited access to resources at home. supplies ensures that all students have access to the materials they need to succeed academically and participate fully in educational activities, regardless of their financial situation. 2022-23 SED students scored 39.4 points below standard in ELA compared to All Students 23.3 points below standard Current English Learners scored 119.7 points below standard compared to English Only Learners who scored 25.4 points below standard in ELA SED students scored 98.9 points below standard in Math compared to All Students 76.4 points below standard; Current English Learners scored 152.7 points below standard compared to English Only Learners who scored 72.4 points below standard in Math 2023-24 ELA: SED students scored 38.2 points below standard in ELA compared to All Students 25.6 points below standard Current English Learners scored 91.1 points below standard compared to English Only Learners who scored 27.2 points below standard in ELA	Materials and supplies needed to support the development of adequate implementation of above actions above and beyond what all students are provided in their Education Specialist's Instructional Funding budget.	Academic Indicator ELA & Math and / or iReady Growth Scores (Local Data) - All Students

	Math: SED students scored 108 points below standard in Math compared to All Students 85.9 points below standard; Current English Learners scored 205.3 points below standard compared to English Only Learners who scored 77.1 points below standard in Math 2024-25 SED students scored 39.5 points below standard in ELA compared to All Students 25.0 points below standard. Current English Learners scored 83.1 points below standard compared to English Only Learners who scored 25.7 points below standard in ELA. SED students scored 102.0 points below standard in Math compared to All Students 77.0 points below standard. Current English Learners scored 136.9 points below standard compared to English Only Learners who scored 70.9 points below standard in Math. **Scope:** Schoolwide		

3.1	**Action:** English Language Development **Need:** Direct instruction in ELA provides second language learners with structured opportunities to develop their English language skills, including vocabulary, grammar, reading comprehension, and writing proficiency. By explicitly teaching language concepts and providing guided practice, direct instruction helps second language learners acquire and reinforce essential language skills necessary for academic success. 2022-23 SED students scored 39.4 points below standard in ELA compared to All Students 23.3 points below standard Current English Learners scored 119.7 points below standard compared to English Only Learners who scored 25.4 points below standard in ELA SED students scored 98.9 points below standard in Math compared to All Students 76.4 points below standard; Current English Learners scored 152.7 points below standard compared to English Only Learners who scored 72.4 points below standard in Math Only 43.8% making progress towards English language proficiency 2023-24 ELA: SED students scored 38.2 points below standard in ELA compared to All Students 25.6 points below standard Current English Learners scored 91.1 points below standard compared to English Only Learners who scored 27.2 points below standard in ELA	Direct instruction in ELA is important for second language learners to develop English language proficiency and academic literacy skills. Extending this instruction to all students promotes language development, cultural awareness, academic excellence, and an inclusive learning environment where students from diverse backgrounds can learn and grow together.	English Learner Progress Indicato

	Math: SED students scored 108 points below standard in Math compared to All Students 85.9 points below standard; Current English Learners scored 205.3 points below standard compared to English Only Learners who scored 77.1 points below standard in Math Only 42.4% are making progress towards English language proficiency 2024-25: SED students scored 39.5 points below standard in ELA compared to All Students 25.0 points below standard. Current English Learners scored 83.1 points below standard compared to English Only students who scored 25.7 points below standard in ELA. SED students scored 102.0 points below standard in Math compared to All Students 77.0 points below standard. Current English Learners scored 136.9 points below standard compared to English Only students who scored 70.9 points below standard in Math. 36.1% are making progress toward English language proficiency. **Scope:** **Schoolwide**		

3.2	**Action:** ELPAC Proctoring **Need:** Valid interpretation of assessment results relies on consistent and accurate scoring practices. When educators are properly trained to calibrate and score ELPAC assessments, they can confidently interpret students' scores and make informed decisions about their English language development needs. Valid interpretations of assessment results support effective instructional planning and targeted interventions for English learners. 2022-23 SED students scored 39.4 points below standard in ELA compared to All Students 23.3 points below standard Current English Learners scored 119.7 points below standard compared to English Only Learners who scored 25.4 points below standard in ELA SED students scored 98.9 points below standard in Math compared to All Students 76.4 points below standard; Current English Learners scored 152.7 points below standard compared to English Only Learners who scored 72.4 points below standard in Math Only 43.8% making progress towards 2023-24 ELA: SED students scored 38.2 points below standard in ELA compared to All Students 25.6 points below standard Current English Learners scored 91.1 points below standard compared to English Only Learners who scored 27.2 points below standard in ELA	Training educators to effectively calibrate and score ELPAC assessments is essential for ensuring consistency, reliability, validity, accountability, fairness, and professional development in English language proficiency assessment practices. By adhering to standardized scoring procedures and criteria, educators can provide accurate and meaningful assessment results that inform instructional decision-making and support English learners' academic success. All qualifying students will participate in the required ELPAC to determine their Language Aquisition Status.	English Learner Progress Indicator

	Math: SED students scored 108 points below standard in Math compared to All Students 85.9 points below standard; Current English Learners scored 205.3 points below standard compared to English Only Learners who scored 77.1 points below standard in Math Only 42.4% are making progress towards English language proficiency 2024-25: SED students scored 39.5 points below standard in ELA compared to All Students 25.0 points below standard. Current English Learners scored 83.1 points below standard compared to English Only students who scored 25.7 points below standard in ELA. SED students scored 102.0 points below standard in Math compared to All Students 77.0 points below standard. Current English Learners scored 136.9 points below standard compared to English Only students who scored 70.9 points below standard in Math. 36.1% are making progress toward English language proficiency. **Scope:** Schoolwide		

3.3	**Action:** Professional Development **Need:** Professional development in English development standards is essential for equipping educators with the knowledge, skills, and strategies needed to support the academic success of English learners and promote equitable learning opportunities for all students. 2022-23 SED students scored 39.4 points below standard in ELA compared to All Students 23.3 points below standard Current English Learners scored 119.7 points below standard compared to English Only Learners who scored 25.4 points below standard in ELA SED students scored 98.9 points below standard in Math compared to All Students 76.4 points below standard; Current English Learners scored 152.7 points below standard compared to English Only Learners who scored 72.4 points below standard in Math Only 43.8% making progress towards English language proficiency 2023-24 ELA: SED students scored 38.2 points below standard in ELA compared to All Students 25.6 points below standard Current English Learners scored 91.1 points below standard compared to English Only Learners who scored 27.2 points below standard in ELA	Professional development ensures that educators are familiar with English development standards and understand how they align with curriculum goals and objectives. This alignment helps educators effectively integrate language development into content instruction, ensuring that English learners have access to grade-level content while simultaneously building their English language proficiency. All staff can benefit from professional development in English development standards, regardless of their English language proficiency level or background. When educators receive training in effective language instruction and support, all students benefit from: enhanced access to grade-level content; increased opportunities for language development; improved academic achievement and language proficiency; culturally responsive and inclusive learning environments; differentiated instruction that meets diverse learning needs; and collaborative teaching practices that support student success.	English Learner Progress Indicator

	Math: SED students scored 108 points below standard in Math compared to All Students 85.9 points below standard; Current English Learners scored 205.3 points below standard compared to English Only Learners who scored 77.1 points below standard in Math Only 42.4% are making progress towards English language proficiency 2024-25: SED students scored 39.5 points below standard in ELA compared to All Students 25.0 points below standard. Current English Learners scored 83.1 points below standard compared to English Only students who scored 25.7 points below standard in ELA. SED students scored 102.0 points below standard in Math compared to All Students 77.0 points below standard. Current English Learners scored 136.9 points below standard compared to English Only students who scored 70.9 points below standard in Math. 36.1% are making progress toward English language proficiency. **Scope:** Schoolwide		

Insert or delete rows, as necessary.

Limited Actions

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

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

Insert or delete rows, as necessary.

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

NA

Additional Concentration Grant Funding

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

Not Applicable

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:16	
Staff-to-student ratio of certificated staff providing direct services to students	1:6	

26-27 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 (3 + Carryover %)
26-27	$ 9,451,170	$ 953,974	10.094%	0.000%	10.094%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,074,036	$ 258,852	$ -	$ -	$ 1,332,888.00	$ 1,292,888	$ 40,000

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Community College Liaison	English Learners Foster Youth Low Income	Yes	Schoolwide	All	All Schools	2024-2027	$ 18,315	$ -	$ 18,315	$ -	$ -	$ -	$ 18,315	0.000%
1	1.2	CTE Expansion	English Learners Foster Youth Low Income	Yes	Schoolwide	All	All Schools	2024-2027	$ 44,280	$ -	$ 44,280	$ -	$ -	$ -	$ 44,280	0.000%
1	1.3	Virtual Career Center	English Learners Foster Youth Low Income	Yes	Schoolwide	All	All Schools	2024-2027	$ 76,500	$ -	$ 76,500	$ -	$ -	$ -	$ 76,500	0.000%
1	1.4	SpEd Liaison	Students with Disabilities	No			All Schools	2024-2027	$ 39,713	$ -	$ 39,713	$ -	$ -	$ -	$ 39,713	0.000%
2	2.1	Interventions	English Learners Foster Youth Low Income	Yes	Schoolwide	All	All Schools	2024-2027	$ 843,254	$ -	$ 584,402	$ 258,852	$ -	$ -	$ 843,254	0.000%
2	2.2	Early Math Literacy	English Learners Foster Youth Low Income	Yes	Schoolwide	All	All Schools	2024-2027	$ 87,226	$ -	$ 87,226	$ -	$ -	$ -	$ 87,226	0.000%
2	2.3	Concepts & Skills Review	English Learners Foster Youth Low Income	Yes	Schoolwide	All	All Schools	2024-2027	$ 72,345	$ -	$ 72,345	$ -	$ -	$ -	$ 72,345	0.000%
2	2.4	Materials/Supplies	English Learners Foster Youth Low Income	Yes	Schoolwide	All	All Schools	2024-2027	$ -	$ 40,000	$ 40,000	$ -	$ -	$ -	$ 40,000	0.000%
3	3.1	English Language Development	English Learners	Yes	Schoolwide	All	All Schools	2024-2027	$ 69,952	$ -	$ 69,952	$ -	$ -	$ -	$ 69,952	0.000%
3	3.2	ELPAC Proctoring	English Learners	Yes	Schoolwide	All	All Schools	2024-2027	$ 22,328	$ -	$ 22,328	$ -	$ -	$ -	$ 22,328	0.000%
3	3.3	Professional Development	English Learners	Yes	Schoolwide	All	All Schools	2024-2027	$ 18,975	$ -	$ 18,975	$ -	$ -	$ -	$ 18,975	0.000%

26-27 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
$ 9,451,170	$ 953,974	10.094%	0.000%	10.094%	$ 1,034,323	0.000%	10.944%	**Total:**	$ 1,034,323
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 1,034,323

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	1.1	Community College Liaison	Yes	Schoolwide	All	All Schools	$ 18,315	0.000%
1	1.2	CTE Expansion	Yes	Schoolwide	All	All Schools	$ 44,280	0.000%
1	1.3	Virtual Career Center	Yes	Schoolwide	All	All Schools	$ 76,500	0.000%
1	1.4	SpEd Liaison	No			All Schools	$ -	0.000%
2	2.1	Interventions	Yes	Schoolwide	All	All Schools	$ 584,402	0.000%
2	2.2	Early Math Literacy	Yes	Schoolwide	All	All Schools	$ 87,226	0.000%
2	2.3	Concepts & Skills Review	Yes	Schoolwide	All	All Schools	$ 72,345	0.000%
2	2.4	Materials/Supplies	Yes	Schoolwide	All	All Schools	$ 40,000	0.000%
3	3.1	English Language Development	Yes	Schoolwide	All	All Schools	$ 69,952	0.000%
3	3.2	ELPAC Proctoring	Yes	Schoolwide	All	All Schools	$ 22,328	0.000%
3	3.3	Professional Development	Yes	Schoolwide	All	All Schools	$ 18,975	0.000%

25-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,249,863.00	$ 902,323.36

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Community College Liaison	Yes	$ 16,400	$ -
1	1.2	CTE Expansion	Yes	$ 39,650	$ 5,053
1	1.3	Virtual Career Center	Yes	$ 76,500	$ -
1	1.4	SpEd Liaison	No	$ 35,560	$ 20,259
2	2.1	Interventions	Yes	$ 755,074	$ 731,187
2	2.2	Early Math Literacy	Yes	$ 78,105	$ 40,463
2	2.3	Concepts & Skills Review	Yes	$ 64,780	$ 27,799
2	2.4	Materials/Supplies	Yes	$ 84,173	$ 39,744
3	3.1	English Language Development	Yes	$ 62,637	$ 18,249
3	3.2	ELPAC Proctoring	Yes	$ 19,993	$ 19,569
3	3.3	Professional Development	Yes	$ 16,991	$ -

25-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 881,855	$ 928,794	$ 882,065	$ 46,729	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	1.1	Community College Liaison	Yes	$ 16,400	$ -	0.000%	
1	1.2	CTE Expansion	Yes	$ 39,650	$ 5,053	0.000%	0.000%
1	1.3	Virtual Career Center	Yes	$ 76,500	$ -	0.000%	
1	1.4	SpEd Liaison	No	$ -	$ -	0.000%	0.000%
2	2.1	Interventions	Yes	$ 469,565	$ 731,187	0.000%	0.000%
2	2.2	Early Math Literacy	Yes	$ 78,105	$ 40,463	0.000%	0.000%
2	2.3	Concepts & Skills Review	Yes	$ 64,780	$ 27,799	0.000%	0.000%
2	2.4	Materials/Supplies	Yes	$ 84,173	$ 39,744	0.000%	0.000%
3	3.1	English Language Development	Yes	$ 62,637	$ 18,249	0.000%	0.000%
3	3.2	ELPAC Proctoring	Yes	$ 19,993	$ 19,569	0.000%	0.000%
3	3.3	Professional Development	Yes	$ 16,991	$ -	0.000%	

25-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 8,636,105	$ 881,855	0.000%	10.211%	$ 882,065	0.000%	10.214%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions

- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Analysis of effectiveness of the specific actions to achieve the goal
- Analysis of material differences in expenditures
- Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

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

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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