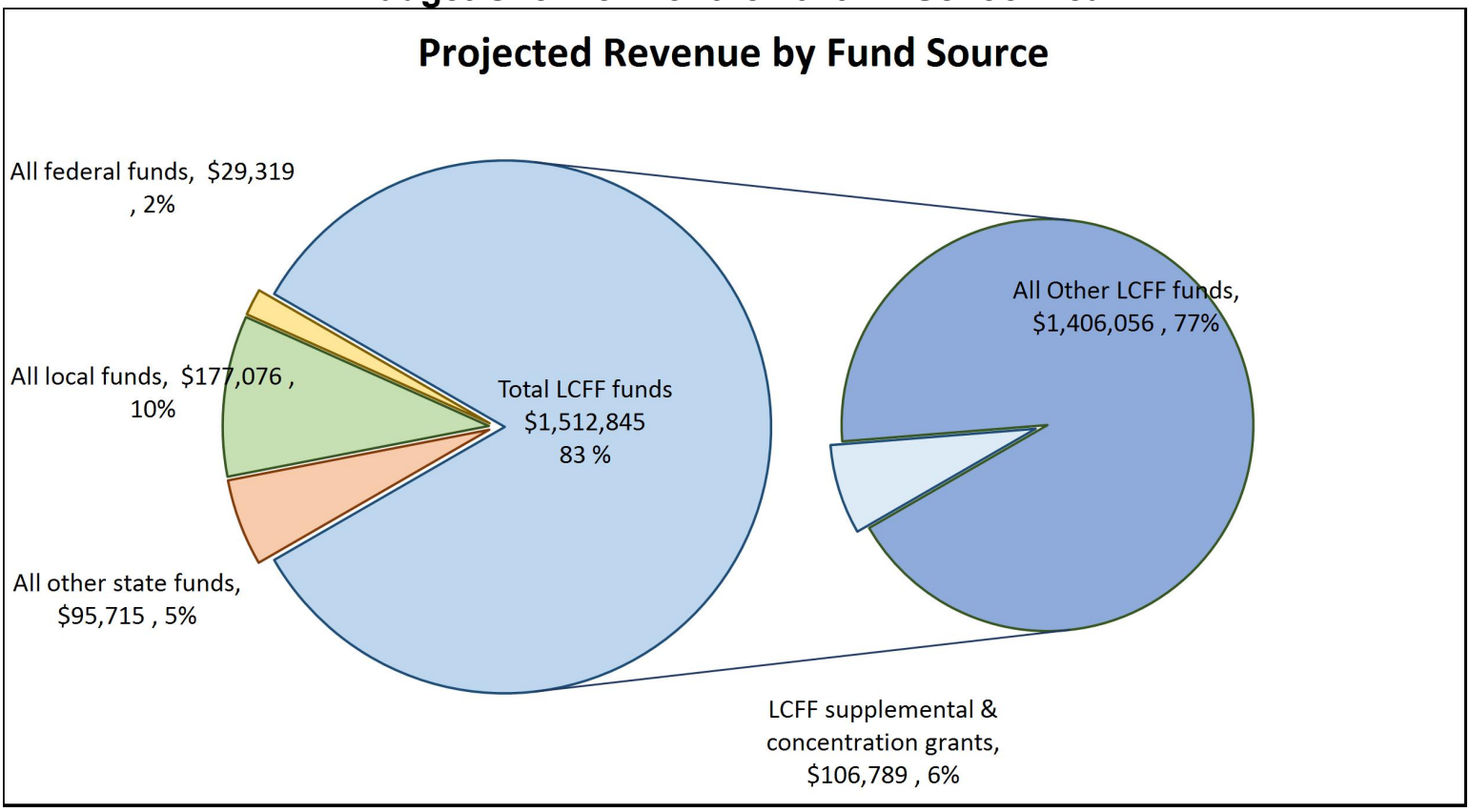
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Valley Oak Charter
CDS Code: 56-72520-5630405
School Year: 2026-27
LEA contact information:
Shawna Garritson
Director
shawna@valleyoakcharter.org
(805) 640-4421

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

Budget Overview for the 2026-27 School Year

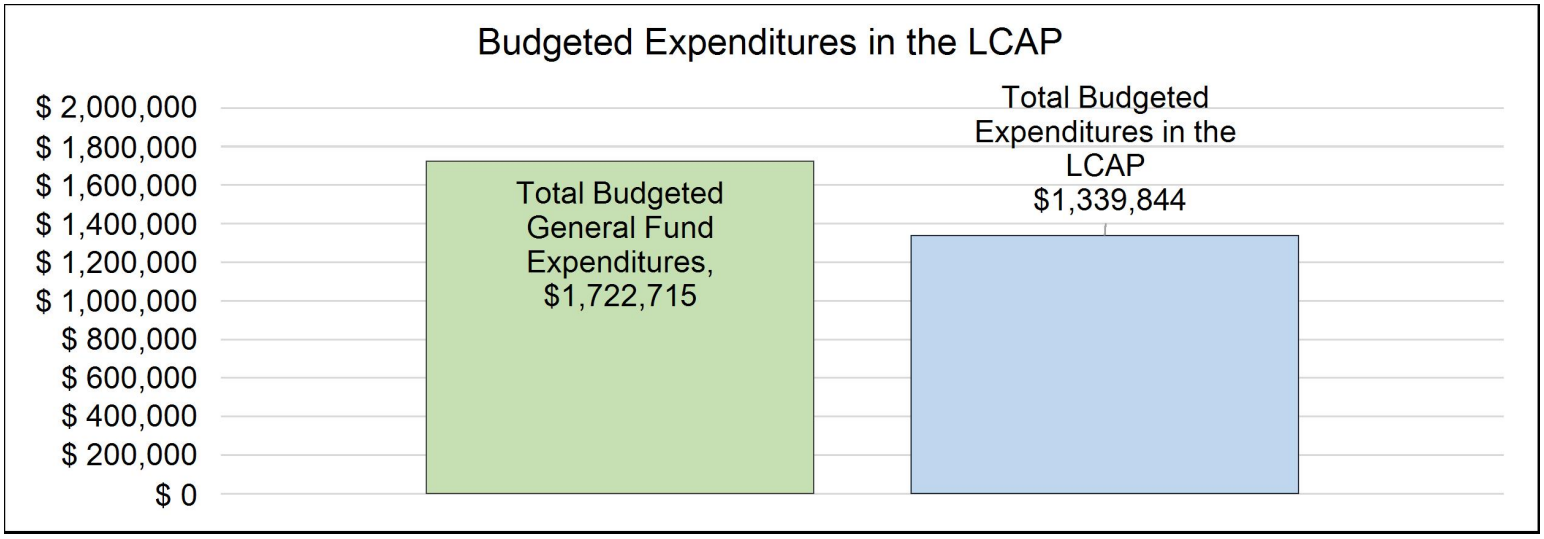


This chart shows the total general purpose revenue Valley Oak Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Valley Oak Charter is $1,814,955, of which $1512845 is Local Control Funding Formula (LCFF), $95715 is other state funds, $177076 is local funds, and $29319 is federal funds. Of the $1512845 in LCFF Funds, $106789 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Valley Oak Charter plans to spend $1722715 for the 2026-27 school year. Of that amount, $1,339,844 is tied to actions/services in the LCAP and $382,871 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

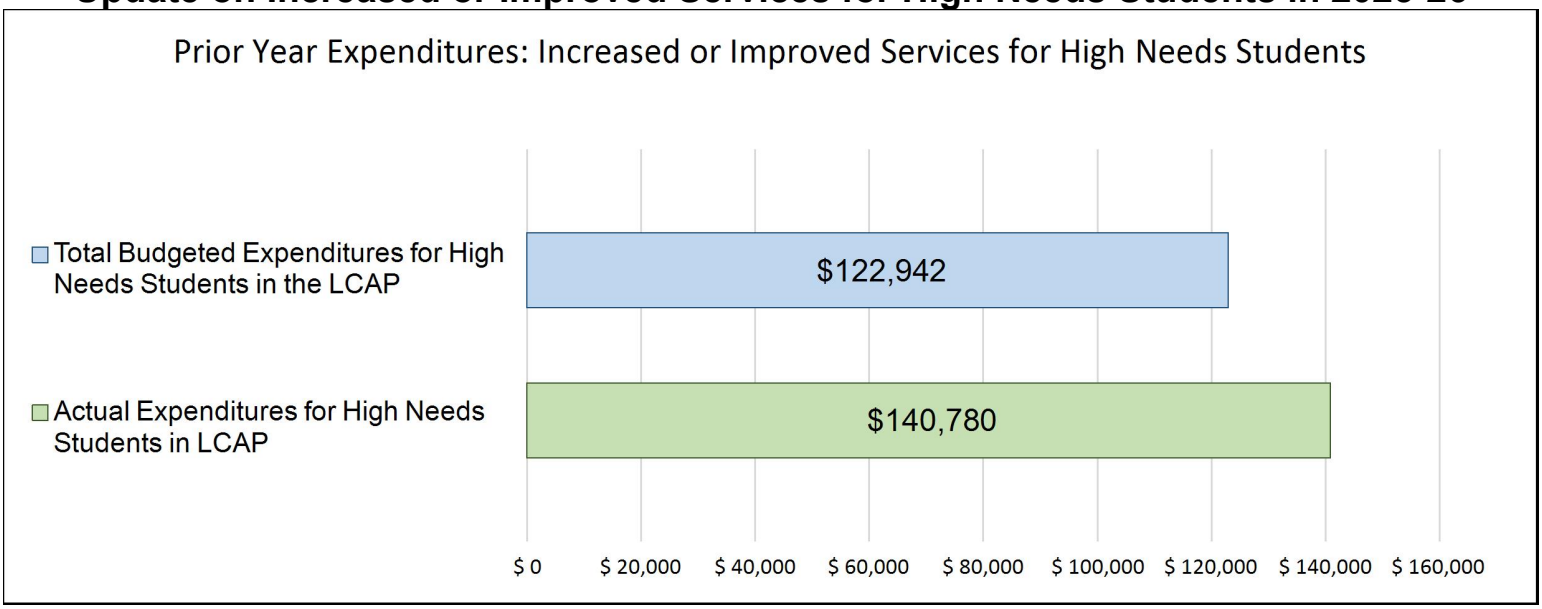
General fund expenses not included in the LCAP are used for general operating costs including salaries and benefits, supplies, facility expenses, utilities and maintenance.

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

In 2026-27, Valley Oak Charter is projecting it will receive $106789 based on the enrollment of Foster Youth, English learner, and low-income students. Valley Oak Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Valley Oak Charter plans to spend $135,637 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Valley Oak Charter's LCAP budgeted $122942 for planned actions to increase or improve services for high needs students. Valley Oak Charter actually spent $140780 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Valley Oak Charter	Shawna Garritson Director	shawna@valleyoakcharter.org (805) 640-4421

Plan Summary [2026-27]

General Information

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

Valley Oak Charter is nestled in the serene Ojai Valley, a region known for its natural beauty, strong sense of community, and commitment to environmental stewardship. VOC currently serves 110 students in grades TK–12, with approximately 40% of students identified as low-income. Our school offers standards-based instruction in small, supportive group settings, along with individualized guidance for families implementing learning at home. At the heart of our approach is a nurturing community where every student receives personalized attention and encouragement.

Our dedicated team of passionate educators, administrators, and support staff work collaboratively to create a safe, creative, and academically rigorous learning environment. With a strong focus on personalized learning and community engagement, Valley Oak Charter is committed to meeting the diverse academic, social, and emotional needs of each student.

Students at VOC are active participants in their own learning. Our flexible curriculum is designed to meet individual needs and honor student interests, allowing learners to explore their passions while developing a deep understanding of core content. Instruction is grounded in project-based learning, nature-based education, and arts integration, providing a dynamic and well-rounded academic experience. Through these approaches, students build critical thinking skills, creativity, and a strong connection to nature.

Our educational model is deeply influenced by the unique character and values of the Ojai community. We prioritize student-centered learning, strong family partnerships, and environmental responsibility. Students are encouraged to think independently, express themselves confidently, and take ownership of their learning journey.

Recent Challenges and Resilience

In recent years, Valley Oak Charter has navigated several challenges common to small, independent schools:

Adapting to the post-pandemic landscape, including transitioning between in-person, hybrid, and remote instruction, while ensuring equitable access to learning tools and technology for all students.

Managing budgetary constraints and funding uncertainties while striving to maintain high-quality academic programs, enrichment opportunities, and essential support services.

Addressing the social-emotional needs of students and families, particularly in light of the COVID-19 pandemic's lasting impacts on mental health and overall well-being.

Despite these challenges, VOC has continued to grow stronger through intentional programming, close collaboration between staff and families, and a shared commitment to serving the whole child.

Campus and Community Culture

The Valley Oak Charter campus includes thoughtfully designed classrooms, a wellness center, outdoor learning environments, and garden spaces that support hands-on, experiential learning. Our small-school setting fosters a strong sense of belonging and deep connection among students, families, and staff.

VOC is a vibrant, inclusive community where diverse learners are celebrated, and each student is known and valued. Our students are curious, creative, and resilient. They are empowered to pursue their interests, set meaningful goals, and grow both academically and personally.

At Valley Oak Charter, education is not just about standards, it's about cultivating a lifelong love of learning, strengthening community connections, and honoring the natural world that surrounds us.

Reflections: Annual Performance

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

Academic Performance

Valley Oak Charter School (VOC) serves approximately 107 students in grades TK–12 through a personalized, relationship-centered educational model. Approximately one-third of students are identified as socioeconomically disadvantaged. Due to the school's small enrollment and testing population, several student group results are suppressed by the California Department of Education (CDE) to protect student privacy, limiting the availability of disaggregated subgroup performance data.

According to the 2025 California Assessment of Student Performance and Progress (CAASPP) results, 17.1% of students met or exceeded standards in English Language Arts (ELA), while 9.8% met or exceeded standards in Mathematics. While achievement levels remain below state averages, the 2025 data reflects early evidence of stabilization and growth following the schoolwide implementation of more structured instructional systems, benchmark assessment practices, and targeted academic interventions. Mathematics performance increased by approximately 6.4 percentage points compared to the prior year, indicating initial progress in student achievement outcomes.

The school recognizes that historical Dashboard outcomes were impacted by inconsistent assessment participation, variability in instructional programming, and limited alignment between local instructional practices and state standards-based assessments. In response, VOC initiated a comprehensive instructional improvement process during the 2024–2025 school year focused on strengthening standards alignment, improving instructional coherence, and increasing student engagement in state testing and local benchmark systems.

Key actions implemented include:

* Monthly benchmark assessments aligned to California standards
* Mastery-based grading and consistent formative assessment practices
* Individual student goal-setting and progress monitoring
* Weekly Professional Learning Community (PLC) collaboration focused on student data analysis
* Expansion of the Multi-Tiered System of Supports (MTSS) framework for academic intervention and re-engagement
* Increased instructional alignment to grade-level standards and A–G expectations

VOC continues to prioritize growth-focused instructional practices designed to support student progress across varied learning profiles and ability levels. The school met the local indicator for the Implementation of State Academic Standards. The College and Career Indicator was not applicable for the reporting period due to the absence of graduating seniors.

Academic Engagement

Valley Oak Charter continues to demonstrate strengths in student engagement and school connectedness. During the 2023–2024 reporting year, the school achieved a chronic absenteeism rate of 4.1%, representing a 4.8% improvement from the previous year and placing the school in the Green performance level on the California School Dashboard. This improvement reflected the impact of increased consistency in programming, relationship-based student support systems, and expanded family communication practices.

During the 2025-2026 school year, VOC continued to strengthen attendance and engagement systems through implementation of MTSS attendance supports, expanded family conferencing, and individualized re-engagement strategies. Teachers maintained regular office hours and communication systems to support student participation and academic progress. The school also expanded enrichment opportunities and experiential learning programming to strengthen student connection to school and increase daily attendance.

Students in grades 7–9 continued to access A–G aligned coursework, with middle school students beginning early access to college preparatory pathways and integrated project-based learning experiences. VOC met the local indicator for Broad Course of Study through

continued implementation of core academics, arts integration, enrichment, wellness education, and experiential learning opportunities designed to support whole-child development.

Conditions, Climate, and Family Engagement

Valley Oak Charter maintained positive outcomes in school climate and community engagement indicators during the reporting period. The school met all local indicators related to appropriately assigned teachers, standards-aligned instructional materials, and safe and well-maintained facilities. Credentialed teachers were appropriately assigned to courses and instructional settings, and facilities continued to support student wellness, safety, and engagement.

The school maintained a 0% suspension rate, reflecting the continued emphasis on restorative practices, proactive behavioral supports, relationship-centered instruction, and social-emotional learning. VOC's MTSS framework has further strengthened early intervention systems and individualized student support planning.

Family and community engagement remained a central component of the school's continuous improvement efforts. VOC hosted weekly "Coffee & Conversation" meetings with school leadership, family education events focused on child development and social-emotional wellness, and community safety forums in partnership with local agencies. Family Fridays continued as a weekly whole-community engagement opportunity designed to strengthen school-family partnerships and increase family participation in student learning experiences.

During the reporting period, approximately 50% of families participated in at least one parent education event, and 25% attended three or more engagement opportunities. VOC plans to continue expanding engagement opportunities, wellness programming, and programming for secondary students to increase access and participation for all families.

Overall, these outcomes reflect ongoing progress toward a more cohesive, inclusive, and student-centered learning environment supported by strong family partnerships, responsive systems of support, and a continued focus on continuous improvement.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students, Parents, Teachers, School Director, Classified Staff, Learning Partners, Ventura County SELPA	Valley Oak Charter (VOC) is a small, close-knit learning community with frequent and meaningful opportunities for stakeholder engagement. Each Wednesday, the VOC Director hosts “Coffee and Conversation”, a weekly gathering where families are invited to share feedback, discuss school initiatives, and explore topics of interest. Teachers collaborate weekly to review student needs, academic progress, and instructional strategies. The Parent Advisory Council (PAC) meets monthly to help plan school events and communicate family perspectives directly to school leadership and the VOC Board. Surveys were distributed to students, staff, and families three times throughout the year. The most recent survey was collaboratively designed by parent representatives on the PAC to better reflect the interests and priorities of VOC families. Survey results directly informed the development of the LCAP goals. In addition to survey data, VOC held multiple public input meetings to gather additional feedback and strengthen alignment with community priorities. VOC is also an active member of the Ventura County SELPA and participates in annual consultations to review data and ensure equitable access to services for all students.

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

Valley Oak Charter (VOC) has continued to prioritize authentic, responsive engagement with educational partners throughout the development and refinement of the Local Control and Accountability Plan (LCAP). Partner feedback from families, staff, students, and community organizations directly shaped major elements of our 2025–2026 actions and continues to inform our planning for 2026–2027.

Actions Taken in 2025–2026 Based on Partner Input
1.Continuation of “Family Fridays” to Increase Participation
Following parent survey feedback in 2023–2024, where 94% of respondents expressed interest in “Family Days," VOC launched weekly Family Fridays. These events provided accessible, community-based opportunities for families to engage in enrichment, student exhibitions, and school-wide culture building. This action was implemented under Goal 3, Action 3.4, and supported by the hiring of a Family Fridays Coordinator, improved outreach, and a focus on inclusive access (e.g., plans for transportation, activities for older students).

2. Personalized Learning System (PLS) Adopted to Clarify Grade-Level Expectations
In response to family feedback indicating a need for clearer academic guidance, especially when only 53% of parents reported feeling “very supported," VOC officially adopted a Personalized Learning System. This platform allows families and students to access standards-aligned assignments, pacing, and expectations by subject. It serves as the backbone of our academic communication strategy and is reflected in Goal 2 and Goal 1, Action 1.4.

3. Monthly Parent Workshops Launched
In collaboration with the Parent Advisory Council, VOC introduced monthly grade-level and standards-based workshops. This directly addressed the 95% of parents who expressed strong interest in being part of a parent education community. These workshops offer practical tools and peer support, with the goal of every family attending at least three during the year.

4. Increased Access to A–G Courses and Academic Pathways
Based on feedback from students and families seeking more rigorous academic options, VOC expanded access to A–G aligned courses for high school students and began piloting A–G access for middle schoolers. This effort also included family meetings to support course planning, reflected in Goal 1 and Goal 2.

5. Expanded Enrichment Opportunities
Surveys and direct student input highlighted a desire for expanded enrichment. In response, VOC added new options in science, cooking, wellness, theater and music, ensuring 100% of students participated in at least one co-curricular experience. This supports Goal 3, Action 3.1.

Planned Improvements for 2026–2027 Based on New Stakeholder Input
1. Expansion of MTSS Communication and Visibility
While internal systems for MTSS were launched in 2024–2025, families requested clearer explanations and more visible supports. As a result, VOC will refine and publicly share MTSS protocols through the family handbook, beginning-of-year meetings, and parent workshops. This aligns with Goal 2 and supports transparency and early intervention access.

2. Enhanced Parent-Teacher Conference Structure

Educational partners recommended increasing parent touchpoints throughout the year. In response, VOC will move from two formal parent-teacher conferences to three annually in 2025–2026, ensuring regular progress monitoring and stronger partnerships. Weekly teacher office hours will continue to support flexible communication.

3. Expanded Teacher-Led Family Education Opportunities
Families expressed interest in hearing directly from classroom teachers. Next year, teachers will lead targeted workshops connected to specific curriculum or developmental topics (e.g., reading development, math problem-solving, executive functioning). This complements administrative workshops and fosters stronger relationships between teachers and families.

4. Garden and Food Programs
In 2026–2027, VOC will offer more garden and nutrition programs and is actively looking for a garden educator. This supports student engagement and our school's commitment to learning in nature.

5. Continued Collaboration with SELPA and VCOE
Following the annual meeting with the VOC Director, SELPA Director, and VCOE LCAP team, we will continue to review data for equity in services. Actionable next steps for 2026–2027 include further refining documentation for supports provided and integrating student-level MTSS dashboards.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Maintain VOC's high-quality basic educational services: A.) a qualified staff, B.) adequate and appropriate school facilities, and C.) access to a broad selection of high-quality, standards-based courses and instructional materials. This goal aligns with State Priorities 1, 2 and 7 under Conditions of Learning. The specific actions contain metrics for measuring both qualitative and quantitative outcomes.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal has not changed since the previous LCAP and addresses the basic services, state standards and conditions of learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers credentials, staff retention records	All teachers are appropriately assigned and retained for one year or more.	All teachers were appropriately credentialed during the 2024–25 school year.	All teachers were appropriately credentialed during the 2025–26 school year.	All teachers are fully credentialed, appropriately assigned and retained for three years or more.	One teacher has been retained for three years, two teachers have been retained for two years.
1.2	Students, families and staff report on surveys that the school site is a clean, safe and well-maintained campus that facilitates learning.	100% of parents surveyed agree that VOC is welcoming, 82% agree that the facilities are safe and clean. 90% of students agree that the campus is welcoming and safe.	100% of students, staff, and families surveyed agreed that Valley Oak Charter is welcoming. 75% agreed that the school is safe and	75% of students and 96% of families agreed that Valley Oak Charter is welcoming. 70% of students and 83% of families agreed	100% of students, families and staff report that the school site is a clean, safe and well-maintained campus that facilitates learning.	Perceptions of "welcoming" decreased slightly to 75% and 96% among students and families. Overall ratings for safety and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		100% of staff agree that VOC is welcoming. 85% of teachers agree that facilities are clean and 65% agree facilities are safe.	clean; 20% were neutral and 5% disagreed.	that the school is safe and clean.		cleanliness also decreased from staff and parent baseline figures, indicating the need for continued focus despite improvements.
1.3	Number of students with access to high quality courses and A-G courses for high school students.	Currently high school students have access to A-G courses. All middle school students are not accessing the online courses.	All high school students have access to A–G courses. Two middle school students accessed A–G courses as well in the 2024-2025 school year.	All high school students have access to A–G courses. Five middle school students accessed A–G courses as well in the 2025-2026 school year.	All students have access to high quality courses and all high school students have access to A-G courses.	Access was maintained for 100% of high school students, and expanded to include middle school students for the first time—an increase in equitable course availability across grade levels.
1.4	Number of teachers and parents who participate in standards based, personalized learning professional development and parent education.	VOC has not yet provided training in our new personalized learning system to teachers and parents.	Weekly PLCs supported teacher collaboration on best practices. 52% of families participated in at least one parent education event; 28% participated in three or more.	Weekly PLCs supported teacher collaboration on best practices. 50% of families participated in at least one parent education event; 25% participated in three or more.	All teachers engage in monthly professional development for best practices in personalized learning and all parents participate in family education programs at least 3 times each year.	All teachers engage in weekly professional learning communities (exceeding our goal of 1 per month) and 50% increase in family participation in parent education.

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, Valley Oak Charter School successfully implemented the majority of planned actions related to highly qualified staffing, student safety, expanded learning opportunities, personalized learning, and family engagement. All teachers remained appropriately credentialed and were retained throughout the school year, supporting continuity of instruction, strong student-teacher relationships, and consistent implementation of school programs.

The school continued to prioritize campus safety through ongoing facility improvements, regular review of safety procedures, and staff training. Safety protocols established in previous years remained in place and were refined as needed to ensure a safe and supportive learning environment for all students.

A significant accomplishment during the 2025–26 school year was the opening of the Arts and Wellness Center, made possible through a grant from the Ventura County Office of Education and the Children and Youth Behavioral Health Initiative (CYBHI) The Arts and Wellness Center expanded opportunities for students to engage in creative expression, social-emotional learning, enrichment activities, and wellness-focused programming. This addition directly supported the school's goals of increasing student engagement, improving school connectedness, promoting student well-being, and providing personalized learning experiences.

Access to rigorous coursework continued to expand, with the majority of high school students enrolled in A–G approved courses and additional opportunities provided for middle school students to access advanced coursework and exploratory electives. The school maintained a strong commitment to personalized learning through individualized academic planning, flexible instructional pathways, and regular monitoring of student progress.

Professional Learning Communities (PLCs) met consistently throughout the year to analyze student data, share instructional strategies, refine intervention practices, and support continuous improvement efforts. These collaborative structures strengthened instructional consistency and contributed to positive student outcomes.

Family engagement remained a priority, with educational workshops, family meetings, student-led conferences, community events, and regular communication opportunities provided throughout the year. Participation rates continued to increase as families became more actively involved in supporting student learning and school initiatives. End-of-year meetings with students and families provided valuable feedback that informed future planning and program development.

Overall, implementation during the 2025–26 school year was strong, with planned actions successfully carried out and several enhancements, including the addition of the Arts and Wellness Center, further advancing the school's mission of providing a safe, engaging, and personalized educational experience for all students.

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

Increase in teacher salaries due to increased enrollment and increased health benefits costs to the school, which are difficult to predict. Increase in facilities costs due to building the Wellness Center and implementing the $71,000 grant from Children and Youth Behavioral Health Initiative (CYBHI), which will increase our ability to provide high quality mental health and wellness services to students.

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

The actions implemented during the 2025–26 school year were effective in making progress toward this goal. Maintaining fully credentialed and retained teaching staff provided continuity of instruction and strengthened relationships between students, families, and educators. Ongoing professional collaboration through PLCs supported instructional improvement and responsive interventions for students. The expansion of personalized learning opportunities and access to rigorous coursework allowed students to engage in educational pathways that better matched their individual needs, interests, and postsecondary goals. The opening of the Arts and Wellness Center proved particularly effective in increasing student engagement, providing additional enrichment opportunities, supporting social-emotional well-being, and strengthening students' sense of connection to the school community. Family engagement efforts, including conferences, workshops, and individualized meetings, increased opportunities for meaningful collaboration between home and school. Collectively, these actions contributed to a safe, supportive, and engaging learning environment and demonstrated positive progress toward the school's academic, engagement, and wellness objectives.

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

Based on reflections from the 2025–26 school year, the core goal, metrics, and desired outcomes remain relevant and will continue into the coming year. However, several actions have been refined to build upon successful implementation and stakeholder feedback. The school will continue to expand opportunities for student engagement through the Arts and Wellness Center by increasing enrichment offerings, wellness programming, arts integration, and community partnerships. Family engagement efforts will be strengthened through additional workshops, flexible participation options, and more frequent opportunities for families to provide input into school programs and services. Access to rigorous coursework will continue to expand through increased A–G participation, dual enrollment opportunities, and individualized academic planning meetings to ensure students are aware of and enrolled in courses aligned with their goals. The school will also continue to invest in campus safety through ongoing facility improvements, staff training, and regular review of safety procedures. These refinements reflect the school's commitment to continuous improvement and responsiveness to student, family, and staff feedback while maintaining a focus on academic achievement, student well-being, engagement, and personalized learning.

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	Recruit and retain qualified credentialed teachers, teaching assistants and administrative support staff.	Teachers are fully credentialed and all staff are qualified and retained for three years or more.	$880,856.40	No
1.2	Provide a clean, safe and well-maintained campus that facilitates learning.	The VOC Learning Center facility and grounds are well maintained to ensure students have a clean and safe environment to learn and grow. Basic services and facilities costs are included in Action 1.2.	$247,339.12	No
1.3	Ensure access to a broad selection of high-quality, standards-based courses and instructional materials.	Students in grades 6th - 12th have access to high quality online courses.	$12,902.80	No
1.4	Identify and promote best practices in personalized learning, offer educator professional development and parent education.	Staff development, webinars and professional learning opportunities ensure that all staff understand the Personalized Learning System and that parents are offered training in how to use the system at home to support learning and home to school communication.	$3,942.85	No
1.5	Intervention Teacher	Intervention Teacher .50 FTE - Ensures all students have access to academic support.	$42,637.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Improve student performance on statewide standardized assessments and increase the number of students meeting annual progress goals on local assessments. The specific actions contain metrics for measuring both qualitative and quantitative outcomes.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal addresses pupil outcomes and is an identified need of all students based on annual assessment data. The goal was changed to include local benchmark and annual assessment data to provide more clarity on the progress of individual students meeting performance goals. The specific actions contain metrics for measuring student achievement and outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Using the school personalized learning system and local benchmark assessments, teachers will engage in monthly analysis of student progress.	Teachers currently analyze performance data 3 times each year.	All teachers participated in weekly Professional Learning Communities. Students in grades 5–9 engaged in goal-setting and reflection.	All teachers participated in weekly Professional Learning Communities. Students in grades 3–10 engaged in goal-setting and reflection.	Teachers will analyze student progress monthly assisting students is setting personal performance goals.	No structured PLC system or goal-setting framework was in place in prior years. Full implementation achieved this year.
2.2	Number of students participating in online benchmark assessments with integrated curriculums to set and meet personal	Students are not engaged in personal performance goal setting.	100% of students in grades 3–9 participated in triannual benchmark testing. Students in grades	100% of students in grades 3–10 participated in triannual benchmark testing. Students in grades	All students participate in online benchmark assessments with integrated curriculums. 100%	At baseline, benchmark testing was sporadic. We now have established a consistent system

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	performance goals as measured by I-Ready data.		5–9 used this data to reflect and set goals.	3–10 used this data to reflect and set goals.	set and meet personal performance goals as measured by I-Ready data.	that included reflection and use of data.
2.3	Teachers and administration design a Multi-Tiered System of Support to ensure all students receive timely academic and social-emotional interventions.	VOC has not yet developed a Multi-Tiered System of Support.	VOC implemented its first MTSS framework and reengagement plan, designed and supported by the director, school counselor, and curriculum coordinator.	VOC is implementing a Multi-Tiered System of Support for all students.	VOC is fully implementing a Multi-Tiered System of Support for all students.	No formal system existed before. Now tracking, roles, and protocols are in place for data-based interventions and follow-up.
2.4	Performance scores on the California Dashboard data for the California Assessment of Student Performance and Progress (CAASPP)	California Dashboard data for the California Assessment of Student Performance and Progress (CAASPP) for all students in 2022-2023 was 21.6 points below standard in English Language Arts and 95.8 points below standard in mathematics.	California Dashboard data for the California Assessment of Student Performance and Progress (CAASPP) for all students showed a marked decline from the 2022–2023 to the 2023–2024 school year. In 2022–2023, students scored 21.6 points below standard in English Language Arts (ELA) and 95.8 points below standard in Mathematics. By	California Dashboard and California Assessment of Student Performance and Progress (CAASPP) data for all students indicate that Valley Oak Charter School began to stabilize and show early signs of academic recovery during the 2024–2025 school year following significant declines in prior years. In 2022–2023, students scored	California Dashboard data for the California Assessment of Student Performance and Progress (CAASPP) will reflect that all students meet or exceed the standard in English Language Arts and all students will meet or exceed the state average on grade level standards in mathematics.	Compared to the 2022–2023 baseline, academic performance remains below the desired outcome levels. The baseline data indicated that all students were performing 21.6 points below standard in English Language Arts (ELA) and 95.8 points below standard in Mathematics. Following substantial declines in 2023–

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2023–2024, results had dropped significantly to 105.5 points below standard in ELA (a decline of 83.9 points) and 158.1 points below standard in Math (a decline of 62.3 points). CAASPP data for 2024–2025 is not yet available.	21.6 points below standard in English Language Arts (ELA) and 95.8 points below standard in Mathematics. In 2023–2024, performance declined substantially to 105.5 points below standard in ELA and 158.1 points below standard in Mathematics. 2024–2025 CAASPP results demonstrated modest improvement in overall student achievement, particularly in Mathematics. According to current state assessment data, 17.1% of students met or exceeded standards in ELA and 9.8% met or exceeded standards in Mathematics, with Mathematics		2024, 2024–2025 assessment results showed early signs of stabilization and recovery, particularly in Mathematics. While overall achievement remains below state standards and below baseline performance levels, the school demonstrated modest gains in Mathematics proficiency and established more consistent instructional systems, benchmark assessments, mastery-based grading practices, and intervention supports. As a result, Valley Oak Charter School is beginning to reverse prior declines and build a foundation for future academic

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				performance increasing by approximately 6.4 percentage points compared to the prior year. While overall achievement levels remain below state averages, the data suggests that implementation of more consistent instructional systems, standards-aligned curriculum, benchmark assessments, mastery-based grading practices, and expanded Multi-Tiered System of Supports (MTSS) interventions are beginning to positively impact student outcomes. The school recognizes the continued need to improve academic performance and remains focused on increasing		growth, though significant work remains to return student performance to baseline levels and achieve long-term academic goals.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				standards mastery, strengthening instructional coherence, improving assessment participation, and expanding targeted intervention and enrichment supports for all students.		

Goal Analysis [2025-26]

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

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

In 2025–2026, Valley Oak Charter School continued implementation and refinement of systems designed to support continuous improvement, data-informed instruction, and individualized student growth. Teachers participated in weekly Professional Learning Communities (PLCs) focused on analyzing student work, reviewing benchmark data, calibrating instructional practices, and strengthening standards alignment across grade levels.

Students in grades 3–10 participated in triannual benchmark assessments and ongoing reflective goal-setting practices connected to academic growth and standards mastery. Benchmark data was consistently used to inform differentiated instruction, intervention planning, and student support decisions. The school further expanded its Multi-Tiered System of Supports (MTSS) framework through coordinated collaboration among administration, counseling staff, supervising teachers, and the Curriculum and Instruction Coordinator. MTSS systems included academic intervention planning, attendance monitoring, behavioral and social-emotional supports, and individualized student re-engagement strategies.

Additional academic improvements during the 2025–2026 school year included continued implementation of mastery-based grading practices, expanded standards-aligned curriculum and assessment systems, increased A–G aligned course access for secondary students, and enhanced communication with families regarding student progress and state assessment participation. The school also strengthened instructional consistency through clearer pacing expectations, expanded benchmark analysis protocols, and increased use of formative assessment practices.

Implementation of planned actions was substantially achieved during the year. The school observed early signs of stabilization and improvement in student achievement data, particularly in Mathematics performance on the California Assessment of Student Performance and Progress (CAASPP). Continued areas of focus include increasing student proficiency in English Language Arts and Mathematics, strengthening instructional coherence across grade levels, improving state testing participation rates, and expanding targeted intervention and enrichment opportunities for diverse learners.

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.

Virtually no difference from adopted budget. Roughly a $200 increase.

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

The actions implemented during the 2025–2026 school year were effective in strengthening instructional systems, improving organizational coherence, and deepening the school's capacity for data-informed continuous improvement. Weekly Professional Learning Communities (PLCs) supported increased teacher collaboration, shared accountability for student outcomes, and more consistent alignment of instructional practices across grade levels. Teachers regularly utilized benchmark assessment data, student work analysis, and reflective goal-setting processes to guide differentiated instruction and intervention planning.

Continued implementation of the Multi-Tiered System of Supports (MTSS) framework improved the school's ability to identify and respond to academic, behavioral, attendance, and social-emotional needs in a more systematic and proactive manner. Staff collaboration across administration, counseling, and instructional teams resulted in clearer intervention processes, more consistent progress monitoring, and increased coordination of student supports.

California Assessment of Student Performance and Progress (CAASPP) results for 2024–2025 demonstrated early signs of stabilization and recovery following substantial declines in prior years. Student performance in Mathematics improved modestly compared to the previous year, while English Language Arts performance showed stabilization after the significant decline experienced during the 2023–2024 reporting cycle. The school attributes this early progress to improved instructional consistency, expanded standards alignment, increased use of formative and benchmark assessments, targeted intervention supports, and stronger communication with families regarding academic expectations and state testing participation.

While overall achievement levels remain below state averages, implementation during 2025–2026 moved the school toward greater instructional coherence, rigor, accountability, and responsiveness to student needs. The school recognizes that continued focus is needed to improve proficiency rates in both ELA and Mathematics, strengthen student engagement in state assessments, expand enrichment and intervention opportunities, and ensure consistent implementation of standards-aligned instructional practices across all grade levels.

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.

Informed by implementation outcomes and ongoing analysis of student performance data, Valley Oak Charter School will continue refining and strengthening instructional systems during the 2026–2027 school year. The school will maintain implementation of benchmark assessments in reading, mathematics, and project-based learning to support timely instructional adjustments, differentiated intervention, and ongoing student reflection on academic growth and standards mastery. Benchmark data cycles will continue to be integrated into instructional planning, MTSS intervention processes, and student goal-setting practices.

Professional Learning Communities (PLCs) will continue to expand their focus on collaborative data analysis, instructional calibration, reflective practice, and teacher mentorship to strengthen consistency and instructional coherence across grade levels and programs. Additional emphasis will be placed on aligning curriculum, pacing, and formative assessment practices to California State Standards and identified student learning needs.

The Multi-Tiered System of Supports (MTSS) framework will continue to be refined through clearer intervention protocols, expanded progress monitoring systems, and strengthened communication with families regarding academic, behavioral, attendance, and social-emotional supports. Information regarding MTSS processes and available supports will continue to be communicated through the family handbook, back-to-school events, parent education opportunities, and ongoing school-family communication systems.

The school will also continue strengthening family education and communication regarding participation in the California Assessment of Student Performance and Progress (CAASPP), including the importance of assessment participation in measuring schoolwide progress and informing instructional planning. Additional focus areas for 2026–2027 include increasing standards mastery in English Language Arts and Mathematics, expanding enrichment and intervention opportunities, strengthening support for diverse learners, and improving instructional consistency across all grade levels.

These refinements reflect Valley Oak Charter School’s ongoing commitment to continuous improvement, instructional coherence, educational partnership, and the development of responsive systems that support student success, family engagement, and long-term academic growth.

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	Establish an infrastructure and culture of continuous school improvement through ongoing analysis of student	Teachers meet monthly to analyze student progress on meeting performance goals. Teachers develop a culture of personal improvement for each student. Students are motivated to meet individual performance and progress goals. Costs included in action item 1.4.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
	progress and school programs.			
2.2	Provide online benchmark assessments with integrated curriculums that support all students to meet personal performance goals.	All student in grades 3-8 set personal performance goals using VOC curriculum and assessment system.	$44,838.00	No
2.3	Develop a Multi-Tiered System of Support to ensure all students receive timely academic and social-emotional interventions.	Teachers will collaborate to create a Multi-Tiered System of Support for all students. Using student performance data and social emotional indictors all students will receive timely intervention to support learning and emotional well-being. Costs included in action item 1.1.	$0.00	No
2.4	Ensure all students meet the performance goals as measured by the California Dashboard data for the California Assessment of Student Performance and Progress (CAASPP)	Ensure that all students participate in the annual state test. Provide students with practice tests, the opportunity to set performance goals and understand the role of assessment in learning. No cost will be realized to implement this action item.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Offer a variety of optional, co-curricular learning activities and create a safe, welcoming, and engaging learning environment for students and families.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Goal 3 has been updated from the previous LCAP to include Goal 4. This goal includes the three State Priorities addressing student and family Engagement. The specific actions contain metrics for measuring student and family engagement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Number of students participating in co-curricular and enrichment activities.	85% of students participate in co-curricular and enrichment activities.	100% of students participated in co-curricular and enrichment activities during the 2024–25 school year.	100% of students participated in co-curricular and enrichment activities during the 2025–26 school year.	All students participate in co-curricular and enrichment activities.	Participation increased from 85% to 100%, exceeding the baseline and meeting the Year 3 target two years early.
3.2	Number of parents attending at least 3 parent education workshops on learning strategies, child development and social emotional well-being.	15% of parents have attended parent education.	50% of families attended at least one parent education session, and 28% attended three or more sessions.	25% of families attended at least one parent education session, and 10% attended three or more sessions.	All parents attend at least 3 parent education workshops on learning strategies, child development and social	Participation increased from baseline but declined from year one in year two.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					emotional well-being.	
3.3	Number of students participating in school garden and nutrition programs.	VOC has not yet developed the garden and nutrition programs.	100% of students participated in garden and nutrition programs, including integrated science, cooking classes, and garden days.	100% of students participated in garden, wellness, health and nutrition programs, including integrated science, health class, cooking classes, and garden days.	All students will participate in school garden and nutrition programs.	Up from 0%; the program was developed and implemented successfully, achieving full participation in Year 1. We will continue to deepen our programming in years 2 and 3.
3.4	Number of families participating in "Family Days."	VOC has not yet implemented "Family Days."	Family Fridays were offered weekly. 48% of families participated in at least one event.	Family Fridays were offered weekly. 50% of families participated in at least one event.	All families participate in at least 3 "Family Day" activities each year.	Up from 0% participation (as the program had not yet been implemented) to 50% in Year 2.

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, Valley Oak Charter School continued to make strong progress toward building community engagement and supporting the whole child. Enrichment opportunities remained a central component of the school program, with students participating in a wide variety of hands-on learning experiences, including arts, wellness, science, cooking, gardening, and other enrichment activities designed to foster creativity, curiosity, and personal growth.

A significant success this year was the opening of the Arts and Wellness Center through a grant from the Ventura County Office of Education. The center expanded opportunities for students to engage in visual and performing arts, wellness activities, social-emotional learning, and community-building experiences. The addition of this dedicated space enhanced the school's ability to support student well-being, increase school connectedness, and provide meaningful enrichment opportunities aligned with student interests.

Garden and nutrition programming continued to be integrated into student learning experiences, providing opportunities for hands-on exploration of healthy living, environmental stewardship, and life skills. Family engagement remained a priority through regular

communication, Family Fridays, parent-teacher conferences, educational workshops, community events, and opportunities for families to provide feedback on school programs. Weekly teacher office hours continued to provide accessible support for students and families.

Implementation was largely consistent with planned actions. One notable success was the increased utilization of enrichment and wellness programming made possible through the Arts and Wellness Center. The school also benefited from strong family participation and positive feedback regarding opportunities for student engagement and personalized learning. Overall, the year reflected successful implementation of planned actions and continued progress toward creating a supportive, engaging, and student-centered school community.

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.

For goal 3.1, we spent more than anticipated for enrichment providers. To continue this level of programing, the school needs to engage in fundraising or have our teachers provide some enrichment classes. Goal 3.2 was nearly met with and we will continue to provide parent education. Goal 3.3, Contract with an outdoor education consultant to develop garden and and nutrition programs. We were unable to find the right person for this program, This will continue to be a focus next year. Goal 3.4, the Family Fridays was 10 times over budget, as we hired a dedicated coordinator for this program. Next year we will reassign the Family Fridays to our core teaching staff.

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

The actions implemented during the 2025–26 school year were generally effective in advancing the school's goal of increasing student engagement, supporting student wellness, and strengthening family partnerships. Student participation in enrichment, arts, wellness, and hands-on learning opportunities remained strong throughout the year. The opening of the Arts and Wellness Center significantly enhanced the school's ability to provide meaningful opportunities for creative expression, social-emotional learning, and student connection, contributing positively to student engagement, school climate, and overall student well-being. Garden and nutrition programming continued to support whole-child development and provided valuable experiential learning opportunities.

Family engagement efforts yielded mixed results. Parent-teacher conferences, educational workshops, community events, individualized meetings, and teacher office hours were effective in strengthening communication and fostering positive relationships between families and the school. Feedback from families indicated that these opportunities helped them feel informed, supported, and connected to their students' educational experiences.

While Family Fridays continued to provide opportunities for family involvement and community building, participation levels did not meet the school's expectations. Reflection on implementation suggests that additional staff involvement, enhanced programming, and stronger incentives for student and family participation are needed to increase attendance and engagement. As a result, the school plans to redesign Family Fridays for the coming year by involving more teachers in planning and facilitating activities, creating more student-centered experiences, and strengthening outreach efforts to better encourage participation. Overall, the actions implemented contributed positively toward the school's engagement and wellness goals while identifying areas for continued improvement.

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.

Next year, we will continue expanding community partnerships to increase both enrichment and family education opportunities. We plan to hold three parent-teacher conferences annually and increase the number of teacher-led workshops. For Family Fridays, we'll focus on offerings for older students and address supervision barriers by coordinating transportation. Teachers will be asked to include Family Fridays in their newsletters, and clearer, more consistent communication will be used to boost awareness. These changes aim to build on our momentum and reach the full participation targets outlined in Year 3 goals.

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	Offer a variety of co-curricular and enrichment activities for all students.	Students participate in a variety of high quality enrichment programs in the arts, music and physical education.	$68,268.00	Yes
3.2	Provide parent education and workshops on learning strategies, child development and social emotional well-being.	Provide workshops to parents to create a shared understanding around learning and child development.	$7,000.00	Yes
3.3	Develop school garden and nutrition programs.	Contract with an outdoor education consultant to develop garden and and nutrition programs.	$16,000.00	Yes
3.4	Offer "Family Days" for students and parents to attend field trips, service learning and nature based learning.	Offer families the opportunity to learn alongside their children with field trips, service learning and on site garden and science activities.	$16,060.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$106789	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.595%	0.000%	$0.00	7.595%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.5	**Action:** Intervention Teacher **Need:** Need to access additional tutoring and academic support identified by teachers, parents and students in surveys. **Scope:**	Providing academic support addresses the needs of unduplicated students as identified by parents and teachers and because it addresses the needs of all students, will be offered schoolwide.	Student outcomes on I-Ready assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.1	**Action:** Offer a variety of co-curricular and enrichment activities for all students. **Need:** VOC recognizes that not all students have access to quality arts and enrichment programs. **Scope:** LEA-wide	Providing quality enrichment programs ensures that all students have access to tuition free arts, music and physical education programs.	Participation rates of students in enrichment programs.
3.2	**Action:** Provide parent education and workshops on learning strategies, child development and social emotional well-being. **Need:** Local indicators identified need to increase academic performance in ELA and math. **Scope:** LEA-wide	Parents of unduplicated students have expressed the need for more parent education on standards and implementing curriculum at home.	Attendance at workshops, parent surveys on effectiveness of workshops and student performance data.
3.3	**Action:** Develop school garden and nutrition programs. **Need:** Parents have asked for nutrition and food preparation classes, as well as school provided meals for students.	VOC provides snacks and meals to children on a regular basis and the need for meals has increased this year. VOC aims to provide nutritious meals to all students as a schoolwide program.	Number of students accessing the school provided meals and the food and nutrition program.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.4	**Action:** Offer "Family Days" for students and parents to attend field trips, service learning and nature based learning. **Need:** Student and Family Surveys have identified the need for more time on the school site and more opportunities for families to participate with their children in on site programs. **Scope:** LEA-wide	Providing an extra day of learning will address the need identified to provide more time at the school site.	Participation rates and satisfaction surveys.

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

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.

N/A

Additional Concentration Grant Funding

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

N/A

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	1.48:105	
Staff-to-student ratio of certificated staff providing direct services to students	7.25:105	

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1406056	106789	7.595%	0.000%	7.595%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,167,581.37	$99,601.54	$72,661.26	$0.00	$1,339,844.17	$985,926.95	$353,917.22

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	Recruit and retain qualified credentialed teachers, teaching assistants and administrative support staff.	All	No			All Schools		$880,856.40	$0.00	$795,582.86	$85,273.54			$880,856.40	
1	1.2	Provide a clean, safe and well-maintained campus that facilitates learning.	All	No			All Schools		$0.00	$247,339.12	$174,677.86		$72,661.26		$247,339.12	
1	1.3	Ensure access to a broad selection of high-quality, standards-based courses and instructional materials.	All Students with Disabilities	No			All Schools		$0.00	$12,902.80	$12,902.80				$12,902.80	
1	1.4	Identify and promote best practices in personalized learning, offer educator professional development and parent education.	All	No			All Schools		$3,933.55	$9.30	$3,942.85				$3,942.85	
1	1.5	Intervention Teacher	Low Income	Yes	LEA-wide	Low Income	All Schools		$42,637.00	$0.00	$42,637.00				$42,637.00	
2	2.1	Establish an infrastructure and culture of continuous school improvement through ongoing analysis of student progress and school programs.	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
2	2.2	Provide online benchmark assessments with integrated curriculums that support all students to meet personal performance goals.	All	No			All Schools		$0.00	$44,838.00	$44,838.00				$44,838.00	
2	2.3	Develop a Multi-Tiered System of Support to ensure all students receive timely academic and social-emotional interventions.	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
2	2.4	Ensure all students meet the performance goals as measured by the California Dashboard data for the California Assessment of Student Performance and Progress (CAASPP)	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	Offer a variety of co-curricular and enrichment activities for all students.	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2025	$32,000.00	$36,268.00	$57,000.00	$11,268.00			$68,268.00	
3	3.2	Provide parent education and workshops on learning strategies, child development and social emotional well-being.	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2025	$4,500.00	$2,500.00	$7,000.00				$7,000.00	
3	3.3	Develop school garden and nutrition programs.	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2025	$12,000.00	$4,000.00	$16,000.00				$16,000.00	
3	3.4	Offer "Family Days" for students and parents to attend field trips, service learning and nature based learning.	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2025	$10,000.00	$6,060.00	$13,000.00	$3,060.00			$16,060.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1406056	106789	7.595%	0.000%	7.595%	$135,637.00	0.000%	9.647 %	**Total:**	$135,637.00
								LEA-wide Total:	$135,637.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.5**	Intervention Teacher	Yes	LEA-wide	Low Income	All Schools	$42,637.00	
3	**3.1**	Offer a variety of co-curricular and enrichment activities for all students.	Yes	LEA-wide	Low Income	All Schools	$57,000.00	
3	**3.2**	Provide parent education and workshops on learning strategies, child development and social emotional well-being.	Yes	LEA-wide	Low Income	All Schools	$7,000.00	
3	**3.3**	Develop school garden and nutrition programs.	Yes	LEA-wide	Low Income	All Schools	$16,000.00	
3	**3.4**	Offer "Family Days" for students and parents to attend field trips, service learning and nature based learning.	Yes	LEA-wide	Low Income	All Schools	$13,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$852,899.00	$1,325,983.50

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**	Recruit and retain qualified credentialed teachers, teaching assistants and administrative support staff.	No	$601,729.00	880856.40
1	**1.2**	Provide a clean, safe and well-maintained campus that facilitates learning.	No	$102,485.00	247338.46
1	**1.3**	Ensure access to a broad selection of high-quality, standards-based courses and instructional materials.	No	$10,000.00	12902.80
1	**1.4**	Identify and promote best practices in personalized learning, offer educator professional development and parent education.	No	$10,000.00	3942.85
1	**1.5**	Intervention Teacher	Yes	$41,934.00	42636.77
2	**2.1**	Establish an infrastructure and culture of continuous school improvement through ongoing analysis of student progress and school programs.	No	$0.00	0
2	**2.2**	Provide online benchmark assessments with integrated curriculums that support all students to meet personal performance goals.	No	$3,683.00	44838.00
2	**2.3**	Develop a Multi-Tiered System of Support to ensure all students	No	$0.00	0

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)
		receive timely academic and social-emotional interventions.			
2	**2.4**	Ensure all students meet the performance goals as measured by the California Dashboard data for the California Assessment of Student Performance and Progress (CAASPP)	No	$0.00	0
3	**3.1**	Offer a variety of co-curricular and enrichment activities for all students.	Yes	$68,428.00	69415.13
3	**3.2**	Provide parent education and workshops on learning strategies, child development and social emotional well-being.	Yes	$2,000.00	0
3	**3.3**	Develop school garden and nutrition programs.	Yes	$10,640.00	0
3	**3.4**	Offer "Family Days" for students and parents to attend field trips, service learning and nature based learning.	Yes	$2,000.00	24053.09

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
94210.00	$122,942.00	$140,780.01	($17,838.01)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.5	Intervention Teacher	Yes	$41,934.00	$42,636.77		
3	3.1	Offer a variety of co-curricular and enrichment activities for all students.	Yes	$66,368.00	$73,359		
3	3.2	Provide parent education and workshops on learning strategies, child development and social emotional well-being.	Yes	$2,000.00	$1,500		
3	3.3	Develop school garden and nutrition programs.	Yes	$10,640.00	0		
3	3.4	Offer "Family Days" for students and parents to attend field trips, service learning and nature based learning.	Yes	$2,000.00	$23,284.24		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$1238631	94210.00	0%	7.606%	$140,780.01	0.000%	11.366%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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