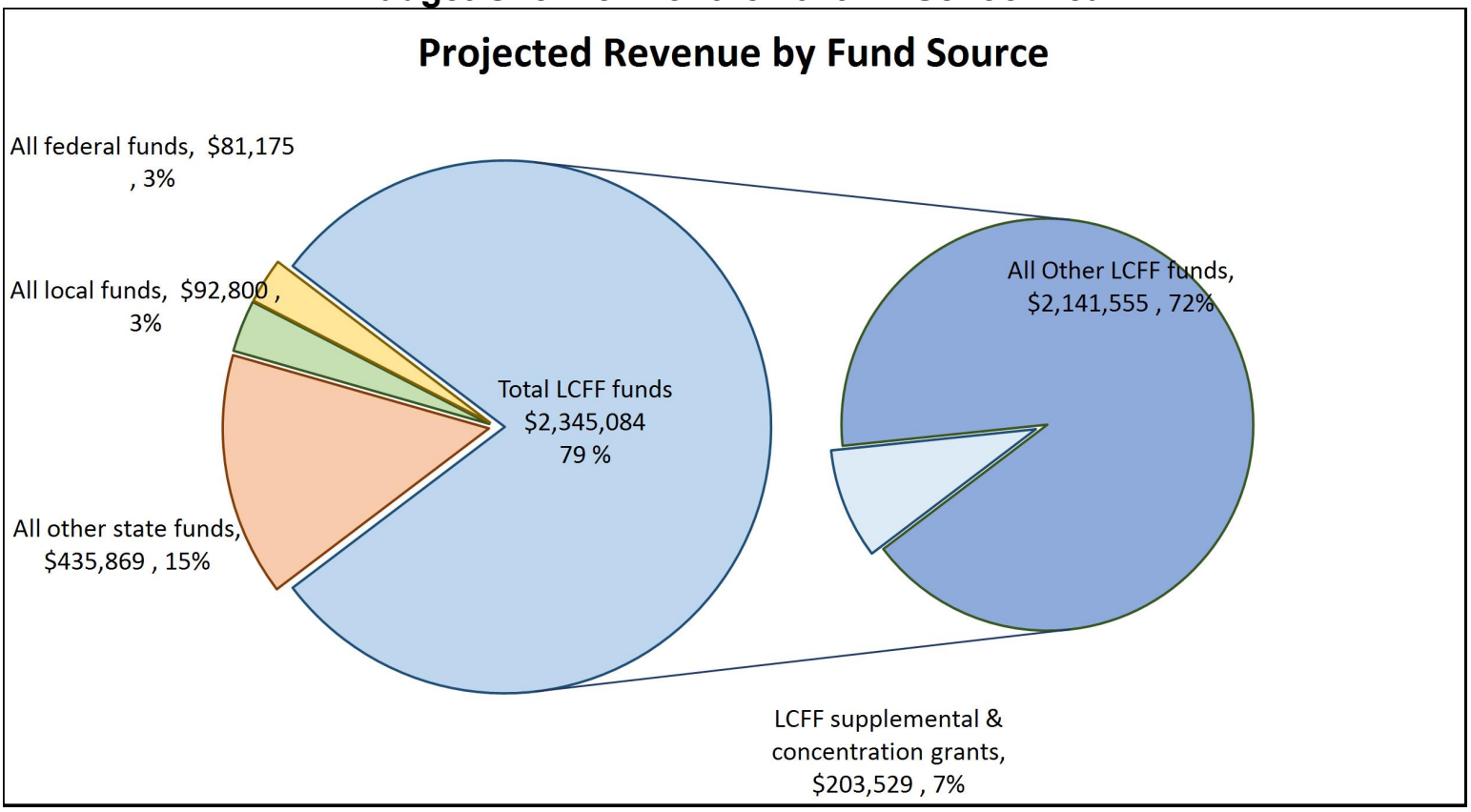
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sierra Academy of Expeditionary Learning
CDS Code: 29-66357-0124834
School Year: 2026-27
LEA contact information:
Richard Young
Executive Director
ryoung@sierraacademy.net
530.268.2200

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

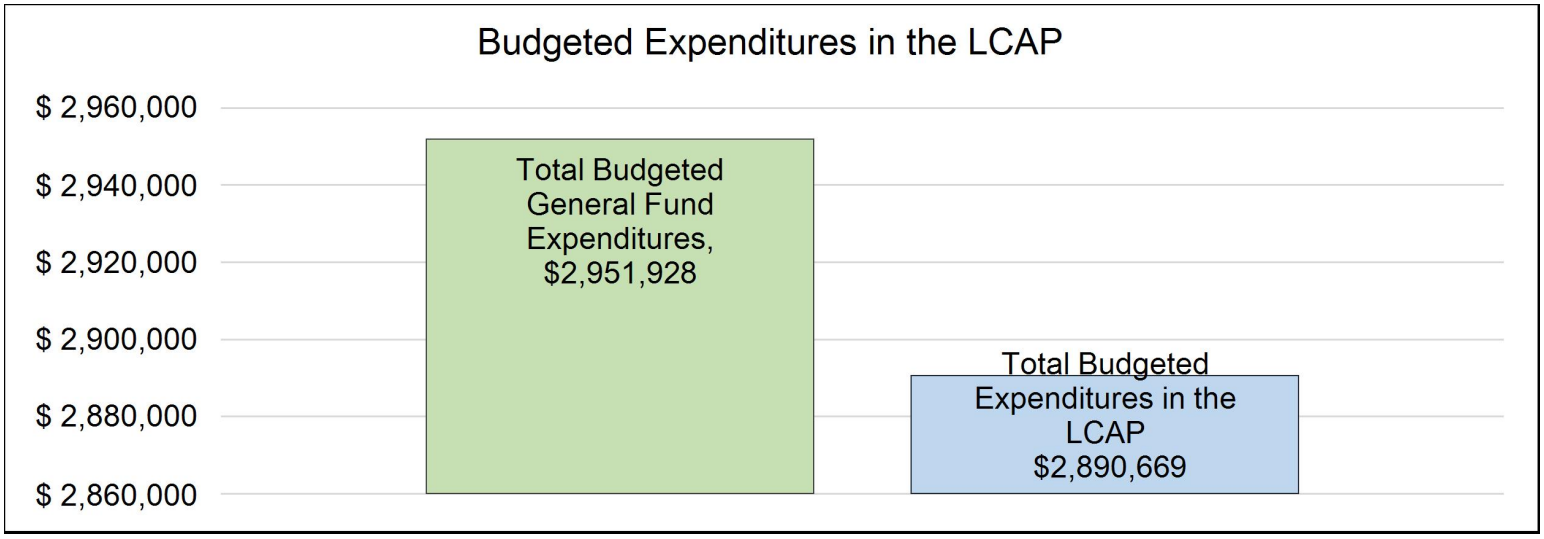


This chart shows the total general purpose revenue Sierra Academy of Expeditionary Learning expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sierra Academy of Expeditionary Learning is $2,954,928, of which $2,345,084 is Local Control Funding Formula (LCFF), $435,869 is other state funds, $92,800 is local funds, and $81,175 is federal funds. Of the $2,345,084 in LCFF Funds, $203,529 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 Sierra Academy of Expeditionary Learning 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: Sierra Academy of Expeditionary Learning plans to spend $2,951,928 for the 2026-27 school year. Of that amount, $2,890,669 is tied to actions/services in the LCAP and $61,259 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

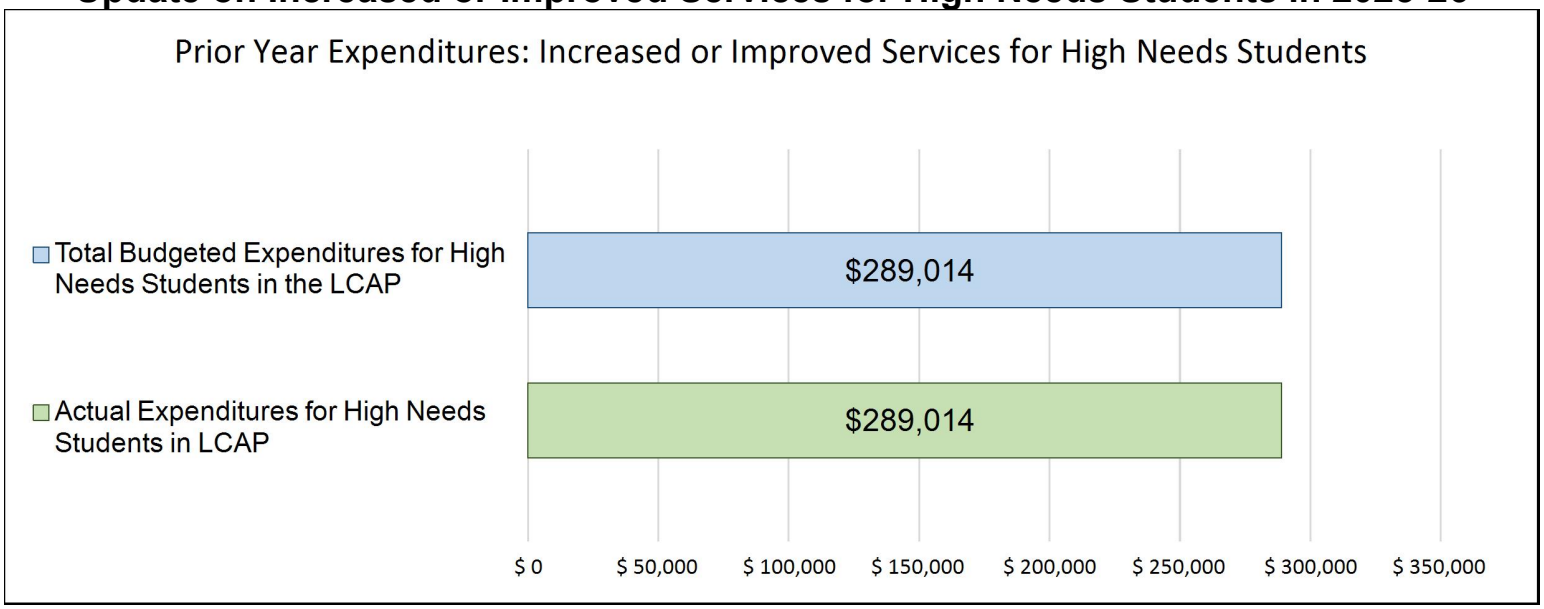
The General Fund Budget Expenditures that are not included in the LCAP are general liability insurance, oversight fees to the chartering authority, legal fees, and other operational costs.

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

In 2026-27, Sierra Academy of Expeditionary Learning is projecting it will receive $203,529 based on the enrollment of Foster Youth, English learner, and low-income students. Sierra Academy of Expeditionary Learning must describe how it intends to increase or improve services for high needs students in the LCAP. Sierra Academy of Expeditionary Learning plans to spend $362,584 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 Sierra Academy of Expeditionary Learning budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sierra Academy of Expeditionary Learning 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, Sierra Academy of Expeditionary Learning's LCAP budgeted $289,014 for planned actions to increase or improve services for high needs students. Sierra Academy of Expeditionary Learning actually spent $289,014 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
Sierra Academy of Expeditionary Learning	Richard Young Executive Director	ryoung@sierraacademy.net 530.268.2200

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.

Sierra Academy of Expeditionary Learning ("SAEL") launched in the 2014-2015 school year and serves students in grades 9-12. SAEL is authorized by Nevada Joint Union High School District and is located in Nevada City, California. SAEL operates using the nationally recognized Expeditionary Learning ("EL Education") instructional model, which integrates project based learning, fieldwork, service learning, and college preparatory academics through interdisciplinary units of study known as Expeditions. SAEL received its six year accreditation with a midterm review from the Western Association of Schools and Colleges ("WASC") in 2024.

SAEL serves students from multiple surrounding communities throughout Nevada and Placer Counties and provides a small, relationship centered high school environment focused on academic achievement, character development, leadership, and community engagement. Students and families choose SAEL for its emphasis on hands on learning experiences, real world application of knowledge, outdoor education, service learning, and strong student teacher relationships. SAEL's instructional program is designed to support students in becoming critical thinkers, effective communicators, collaborative problem solvers, and engaged members of their community.

The mission of Sierra Academy of Expeditionary Learning is to inspire students to achieve high standards, create quality work, develop quality character, and embrace lifelong learning and service through Expeditionary Learning.

As of the 2024-25 school year based on the 2025 California School Dashboard ("Dashboard"), SAEL's enrollment included a diverse student population with significant groups of SED students and SWD.

SAEL's enrollment of 191 by student group was as follows: 48.2% socioeconomically disadvantaged ("SED") or low income ("LI") students, 0% English Learners ("ELs"), 0% Reclassified Fluent English Proficient ("RFEP") students, 17.3% students with disabilities ("SWD"), 0% foster youth ("FY"), 0% homeless students. The enrollment by race and ethnicity at SAEL was 13.1% Hispanic, 9.9% Two or More Races, 66.5% White, 1% Asian, and 1% Native American. It should be noted that the supplemental and concentration grant funds that come from the Local Control Funding Formula ("LCFF") are for ELs, SED/LI, and FY. Of these subgroups, SED students are the only significant subgroup; however, SAEL addresses specific actions and services for EL and FY students to provide equal access to a high-quality program.

SAEL continues to provide targeted supports and interventions to ensure all students have access to a rigorous, college and career preparatory educational program. The Charter School utilizes MTSS supports, expeditionary learning practices, advisory structures, intervention supports, counseling services, restorative practices, and differentiated instruction designed to support the academic and social emotional needs of all students.

The purpose of this Local Control and Accountability Plan ("LCAP") is to address the School Plan for Student Achievement ("SPSA") for Sierra Academy of Expeditionary Learning as the Charter School's Schoolwide Program. The LCAP is designed to align with ESSA requirements and support implementation of federal, State, and local programs while addressing the unique needs of SAEL students and significant student groups. The LCAP focuses on three primary goals:

GOAL 1: Student Achievement: Sierra Academy of Expeditionary Learning will improve student achievement in ELA, mathematics, and science for all students and significant student groups to prepare students for college and career.

GOAL 2: Student Engagement: Sierra Academy of Expeditionary Learning will support the social emotional well being of students through expeditionary learning in a safe, inclusive learning environment that fosters strong relationships between teachers and students.

GOAL 3: Parent and Community Engagement: Sierra Academy of Expeditionary Learning's parents/guardians, teachers, staff, and community members will actively engage as educational partners through communication, collaboration, and shared decision making to support a well rounded educational program for all students.

The Charter School completed a comprehensive needs assessment that included analysis of State and local data sources, including CAASPP, CAST, Dashboard indicators, attendance, student engagement, local assessments, graduation data, and student demographic data to identify areas of strength and opportunity for improvement. Educational partners, including parents/guardians, students, teachers, classified staff, administrators, and community members, participated in the LCAP development process through meetings, surveys, workshops, and advisory discussions. The Parent Teacher Crew ("PTC") continues to support implementation and monitoring of the LCAP by reviewing student performance data, discussing supplemental services and Title funded supports, and providing ongoing feedback regarding actions and services designed to improve outcomes for all students and significant student groups.

Each goal within the LCAP includes evidence based actions and services designed to address the academic, behavioral, social emotional, and engagement needs of all students and significant student groups, with particular focus on students at risk of not meeting State academic standards.

Reflections: Annual Performance

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

The 2025 California State Dashboard ("Dashboard") only identifies performance levels using one of five status levels (ranging from Very Low, Low, Medium, High, and Very High) for State measures. Please note that the status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very High, High, Medium, Low, and Very Low). If there are fewer than 11 students, the performance level will have No Performance Color.

Sierra Academy of Expeditionary Learning ("SAEL") is committed to improving the academic achievement and engagement of all students while specifically focusing on the achievement of significant student groups, including SED students, SWD, and White students. SAEL will continue implementing expeditionary learning practices, MTSS supports, intervention systems, counseling supports, and college and career readiness opportunities designed to improve student outcomes.

ELA Performance
According to the 2025 CAASPP results, ELA performance for all students was at the "Low" level with students scoring 18 points belowstandard. Overall, 42.5% of students met or exceeded standards in ELA. Significant student group performance included SED students at 38.89% meeting or exceeding standards and White students at 37.51% meeting or exceeding standards. SAEL will continue focusing specifically on increasing ELA performance for all students, especially SED students, SWD, and White students, through expeditionary learning, literacy integration across content areas, writing instruction, and differentiated supports.

Math Performance
According to the 2025 CAASPP results, mathematics performance for all students was at the "Very Low" level with students scoring 119.3 points below standard. Overall, 11.9% of students met or exceeded standards in mathematics. Significant student group performance included SED students at 5% meeting or exceeding standards and White students at 12.12% meeting or exceeding standards. SAEL continues implementing targeted mathematics intervention supports, collaborative problem solving, differentiated instruction, and project based learning strategies designed to improve mathematics achievement for all students and significant student groups.

Science Performance
According to the 2025 CAST results, science performance for all students was at the "High" level with 34.09% of students meeting or exceeding standards. Significant student group performance included SED students at 33.33% meeting or exceeding standards and White students at 31.42% meeting or exceeding standards. SWD results were not reported due to too few students. SAEL continues focusing on inquiry based learning, fieldwork, project based instruction, and hands on science experiences aligned to the expeditionary learning model.

English Learner Progress Indicator
The English Learner Progress Indicator ("ELPI") data was not available due to a very small number of EL students taking the assessment.

Graduation Rate
According to the 2025 Dashboard, the Graduation Rate was 92.9% at the "Medium" performance level, exceeding the State average. SAEL remains focused on graduation, individualized student supports, advisory systems, and college readiness opportunities designed to ensure students graduate prepared for postsecondary success.

College and Career Readiness Indicator
According to the 2025 Dashboard, College and Career Readiness performance was at the “High” level with 47.6% of students prepared for college and career. White students demonstrated 48.4% prepared and SED students demonstrated 34.8% prepared. SAEL continues focusing on college preparatory coursework, dual enrollment opportunities, expeditionary learning experiences, internships, and career exploration opportunities designed to increase college and career readiness outcomes.

Chronic Absenteeism Rate
According to 2024-25 DataQuest Chronic Absenteeism data, the overall chronic absenteeism rate was 22%. Significant student group rates included Hispanic students at 30.8%, Two or More Races at 15.8%, and White students at 22.2%. SAEL continues implementing attendance supports, family outreach, attendance monitoring, advisory systems, and intervention strategies designed to improve daily attendance and student engagement.

Suspension Rate
According to the 2025 Dashboard, the Suspension Rate was at the “Very High” level overall with 12.3% of students suspended at least one day. Significant student group rates included SED students at 13.7%, SWD at 25%, and White students at 12.9%. Due to the small size of the Charter School, a small number of students can significantly impact subgroup percentages and performance levels. SAEL continues implementing restorative practices, counseling supports, relationship based systems, and social emotional interventions designed to reduce suspensions and maintain a safe and supportive learning environment.

Expulsion Rate
According to 2025 DataQuest data, the expulsion rate was 0% for all students and all significant student groups. SAEL remains committed to restorative practices, positive behavior supports, and intervention systems designed to prevent exclusionary discipline practices.

Local Indicators
Sierra Academy of Expeditionary Learning met all Local Indicators, including Implementation of Academic Standards, Access to a Broad Course of Study, Basics (Teachers, Instructional Materials, and Facilities), Parent and Family Engagement, and Local Climate Survey.

Title Funds
During 2025-26, SAEL utilized Title I funds for Goal 1, Action 1, Basic Core School Staffing, to support a strong instructional program for students who are not yet meeting grade-level standards, particularly Socioeconomically Disadvantaged students, English Learners, foster youth, and other struggling students. Title funds supported intervention services, MTSS systems, supplemental academic supports, professional development, instructional resources, progress monitoring, small group assistance, and differentiated instruction designed to improve student achievement, college and career readiness, and engagement for significant student groups. These funds strengthened SAEL’s ability to address achievement gaps, reduce barriers to learning, and provide targeted academic support in ELA, Mathematics, ELD, and other core content areas. Title funds are planned to continue supporting intervention, staffing, and instructional improvement efforts in 2026-27.

LREBG Funds

During 2025-26, SAEL utilized $8,643 in Learning Recovery Emergency Block Grant (“LREBG”) funds to support counseling services, intervention supports, and academic recovery efforts designed to address unfinished learning and social emotional wellness needs following the COVID-19 pandemic. The LREBG funds were fully expended during the 2025-26 academic year.

SAEL is not eligible to be an Equity Multiplier School.

Reflections: Technical Assistance

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

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

ESSA Assistance Status
SAEL has “No Status” for ESSA assistance based on overall student performance and outcomes across multiple indicators, including ELA Performance, Science Performance, Graduation Rate, and College and Career Readiness. SAEL was not identified for Comprehensive Support and Improvement (“CSI”), Additional Targeted Support and Improvement (“ATSI”), or Targeted Support and Improvement (“TSI”).

LCFF Charter School Assistance Status
SAEL is in General Assistance status based on the 2025 Dashboard results. SAEL demonstrated strengths in ELA Performance, Science Performance, Graduation Rate, and College and Career Readiness while continuing to identify mathematics achievement, chronic absenteeism, and suspension rates as areas for continued improvement. According to the 2025 CAASPP results, all students scored 18 points above standard in ELA at the “Medium” level, while science performance remained at the “High” level with 34.09% of students meeting or exceeding standards. In addition, SAEL maintained a 92.9% Graduation Rate and a “High” College and Career Readiness Indicator with 47.6% of students prepared for college and career.

SAEL remains committed to providing interventions and supports for all students, especially SED students, SWD, and White students, through MTSS supports, mathematics intervention, counseling and wellness services, attendance intervention systems, restorative practices, and expeditionary learning experiences designed to improve academic achievement and student engagement. SAEL appreciates the collaborative efforts of the SAEL staff, families, Board, and Nevada Joint Union High School District representatives in supporting continuous improvement efforts and sustainable systems designed to meet the diverse needs of students and families.

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.

SAEL is not eligible for Comprehensive Support and Instruction ("CSI") based on the data from the 2024 and 2025 CA Dashboards.

Support for Identified Schools

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

SAEL is not eligible for Comprehensive Support and Instruction ("CSI") based on the data from the 2024 and 2025 CA Dashboards.

Monitoring and Evaluating Effectiveness

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

SAEL is not eligible for Comprehensive Support and Instruction ("CSI") based on the data from the 2024 and 2025 CA Dashboards.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers, administrators and other school personnel	Engaged in collecting feedback on the goals and actions with teachers, administrators, and other school personnel during staff meetings called LCAP Engagement. The data, goals, and actions were discussed. Additionally, staff surveys were used to inform the LCAP.
Parents/Guardians	Engaged in collecting feedback on the goals and actions with parents/guardians during Parent Teacher Crew called LCAP Engagement. The data, goals, and actions were discussed. Additionally, parent/guardian surveys were used to inform the LCAP.
Students	Engaged in collecting feedback on the goals and actions with students through the student surveys that were used to inform the LCAP.
Local Bargaining Units (Certificated and Classified)	SAEL does not have local bargaining units.
Parent Advisory Committee	LCAP was presented to the Parent Teacher Crew in accordance with Education Code Section 52062(a)(1). The Executive Director responded to all comments in writing.
English Learner Advisory Committee	SAEL does not meet the threshold of 21 identified EL to have an ELAC.
Student Advisory Committee	LCAP was presented to the Crew Council in accordance with Education Code Section 52062(a)(1). The Executive Director responded to all comments in writing.
SELPA	SAEL consulted with its SELPA to determine that specific actions for individuals with exceptional needs are included in the LCAP in accordance with Education Code Section 52062(a)(5). 5/7/26

Educational Partner(s)	Process for Engagement
Public Comment	The public comment was 5/7/26-5/20/26 so members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the LCAP in accordance with Education Code section 52062(a)(3).
Public Hearing	5/14/26 SAEL held at least one public hearing in accordance with Education Code section 52062(b)(1).
Adoption by the Board of Directors	6/18/26 the SAEL Board of Directors adopted the LCAP in a public meeting in accordance with Education Code section 52062(b)(2).
Budget Adoption and Local Indicator Report to Board of Directors	The Progress on Local Indicators was presented and reviewed by the Board. The Budget Overview for Parents, Annual Update, SAEL Budget, and LCAP were adopted by the Board on 6/18/26 in accordance with Education Code section 52062(b)(2).

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

The development of the 2026-27 LCAP was significantly influenced by feedback provided by educational partners, including students, parents/guardians, teachers, classified staff, administrators, community members, and the Board. Educational partners consistently emphasized the importance of maintaining SAEL EL Education instructional model, including project-based learning, fieldwork, outdoor education, service learning, and authentic learning experiences connected to the local community and environment. Students and families identified fieldwork, crew, hands on learning opportunities, and strong student teacher relationships as defining strengths of the Charter School that increase student engagement, belonging, and college and career readiness.

Educational partner feedback also identified the need to strengthen mathematics achievement, reduce chronic absenteeism, improve student engagement, and continue expanding counseling and wellness supports. Teachers and staff emphasized the importance of continued professional development focused on EL Education instructional practices, differentiated instruction, restorative practices, literacy integration, project-based learning, and MTSS intervention supports. Families and students also emphasized the importance of maintaining small class sizes, individualized support systems, advisory structures, and opportunities for experiential learning outside the classroom.

As a result of educational partner feedback and analysis of State and local data, the adopted LCAP continues prioritizing actions and services focused on mathematics intervention, MTSS supports, attendance improvement systems, counseling and wellness services, restorative practices, and expeditionary learning opportunities that include fieldwork, environmental literacy, service learning, and community partnerships. The LCAP also continues supporting college and career readiness through authentic learning experiences, interdisciplinary projects, presentations of learning, and real-world application of academic skills aligned to the EL Education model.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Student Achievement: Sierra Academy of Expeditionary Learning will improve student achievement in English Language Arts, Mathematics, and Science for all students and significant subgroups to prepare students for college and career.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

SAEL is committed to high levels of academic achievement, graduation, and college and career readiness for all students and significant student groups. SAEL reviewed 2025 CAASPP, CAST, Graduation Rate, College and Career Readiness, attendance, and local benchmark data and identified mathematics achievement, chronic absenteeism, and suspension rates as areas requiring continued improvement, while maintaining strengths in ELA achievement, science performance, graduation rate, and college and career readiness. SAEL remains committed to improving student achievement for all students and significant student groups through implementation of the EL Education model, including expeditionary learning, fieldwork, project based instruction, intervention supports, and authentic learning experiences designed to prepare students for college, career, and lifelong 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	SBAC ELA	2022-23 CAASPP Results ELA All Students: 33.7 points above standard - High All Students: 71.11% SED: 72.00% White: 78.78%	2023-24 CAASPP Results ELA All Students: 60.8 points above standard –High All Students: 66.66% SED: 55.56%	2024-25 CAASPP Results ELA All Students: -18 points above - Medium All Students: 42.50% SED: 38.89%	2025-26 CAASPP Results ELA All Students: 93.7 points above - >High All Students: 80% SED: 80% White: 80%	All Students: 15.7 point decrease All Students: 28.61% decrease SED: 33.11% decrease White: 41.27% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2022-23 Data Source: CAASPP	White: 65.63% Data Year: 2023-24 Data Source: CAASPP	White: 37.51% Data Year: 2024-25 Data Source: CAASPP	Data Year: 2025-26 Data Source: CAASPP	
1.2	SBAC Math	2022-23 CAASPP Results Math All Students: 77 points below standard - Medium All Students: 22.73% SED: 12.5% White: 25.00% Data Year: 2022-23 Data Source: CAASPP	2023-24 CAASPP Results Math All Students: 102.6 points below standard – Medium All Students: 35.13% SED: 33.33% White: 33.33% Data Year: 2023-24 Data Source: CAASPP	2024-25 CAASPP Results Math All Students: -119.3 points below standard - Very Low All Students: 11.90% SED: 5.00% White: 12.12% Data Year: 2024-25 Data Source: CAASPP	2025-26 CAASPP Results Math All Students: -17 points below standard - >High All Students: 37.73% SED: 27.5% White: 40.0% Data Year: 2025-26 Data Source: CAASPP	All Students:42.3 point decrease All Students: 10.83% decrease SED: 7.5% decrease White: 12.88% decrease
1.3	CAST Science	2022-23 CAST Results Science All students: 31.58% SWD: 0% SED: 23.81% White: 35.85% Data Year: 2022-23 Data Source: CAASPP	2023-24 CAST Results Science All students: 43.59% SWD:Too Few SED: 33.33% White: 37.93%	2024-25 CAST Results Science - High All students: 34.09% SWD:Too Few SED: 33.33% White: 31.42%	2025-26 CAST Results Science All students: 46.58% SWD: 15% SED: 38.81% White: 50.85% Data Year: 2025-26	All students: 2.51% increase SWD:Too Few SED: 9.52% increase White: 4.43% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Year: 2023-24 Data Source: CAASPP	Data Year: 2024-25 Data Source: CAASPP	Data Source: CAASPP	
1.4	EL Reclassification Rate	Data not available due to a very small number of students taking the test Data Year: 2023-24 Data Source: ELPAC Summative DataQuest Annual Reclassification (RFEP) Rates	Data not available due to a very small number of students taking the test Data Year: 2024-25 Data Source: ELPAC Summative DataQuest Annual Reclassification (RFEP)	Data not available due to a very small number of students taking the test Daa Year: 2025-26 Data Source: ELPAC Summative DataQuest Annual Reclassification (RFEP)	Equal to or higher than the State Data Year: 2025-26 Data Source: ELPAC Summative DataQuest Annual Reclassification (RFEP) Rates	Data Unavailable
1.5	EL Progress Indicator (ELPI)	Data not available due to a very small number of students taking the test Data Year: 2023-24 Data Source: CA Dashboard 2023	Data not available due to a very small number of students taking the test Data Year: 2024-25 Data Source: CA Dashboard	Data not available due to a very small number of students taking the test Data Year: 2025-26 Data Source: CA Dashboard	60% of ELs make one year of growth. Equal to or higher than the State Data Year: 2025-26 Data Source: CA Dashboard 2026	Data Unavailable
1.6	Access to Standards Aligned Instructional Materials	100% Students have access to their own copies of standards-aligned instructional materials for use at school and at home	100% Students have access to their own copies of standards-aligned instructional materials for use at	100% Students have access to their own copies of standards-aligned instructional materials for use at	100% Students have access to their own copies of standards-aligned instructional materials for use at	Met Target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2022-23 Data Source: CA Dashboard 2023 Local Indicators	school and at home Data Year: 2023-24 Data Source: CA Dashboard 2024 Local Indicators	school and at home Data Year: 2024-25 Data Source: CA Dashboard 2025 Local Indicators	school and at home Data Year: 2025-26 Data Source: CA Dashboard 2026 Local Indicators	
1.7	Implementation of standards for all students and enable ELs access to CCSS and ELD standards	Full Implementation and Sustainability Data Year: 2022-23 Data Source: CA Dashboard 2023 Local Indicators	Full Implementation and Sustainability Data Year: 2023-24 Data Source: CA Dashboard 2024 Local Indicators	Full Implementation and Sustainability Data Year: 2024-25 Data Source: CA Dashboard 2025 Local Indicators	Full Implementation and Sustainability Data Year: 2025-26 Data Source: CA Dashboard 2026 Local Indicators	Met Target
1.8	Appropriately credentialed teachers (includes both misassignments and vacancies)	53% Clear 47% Intern Data Year: 2021-22 Data Source: DataQuest	73.1% Clear 21.2% Intern Data Year: 2022-23 Data Source: DataQuest	70.2% Clear 3.6% Intern Data Year: 2023-24 Data Source: DataQuest	80% Clear 20% Intern Data Year: 2024-25 Data Source: CA Dashboard 2026 DataQuest	17.2% Increase Clear
1.9	A-G or CTE Completion Rate	91.6% Data Year: 2022-23 Data Source: DataQuest 4 Year Adjusted Cohort Graduation Rate	87.8% Data Year: 2023-24 Data Source: DataQuest 4 Year Adjusted Cohort Graduation Rate	80.95% Data Year: 2024-25 Data Source: DataQuest 4 Year Adjusted Cohort Graduation Rate	100% Data Year: 2025-26 Data Source: DataQuest 4 Year Adjusted Cohort Graduation Rate	10.65% Decline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	% of students scoring 3 or higher on AP exams	33% Data Year: 2022-23 Data Source: AP Test Results	55% Data Year: 2023-24 Data Source: AP Test Results	50% Data Year: 2024-25 Data Source: AP Test Results	48% Data Year: 2025-26 Data Source: AP Test Results	17% Increase
1.11	% of 11th grade students demonstrating college readiness on EAP in Math and English	CAASPP 2022-23 and EAP ELA Ready:22.22% Conditionally Ready: 48.89% Not Yet Ready: 20.00% Not Ready: 8.89% Math: Ready: 13.64% Conditionally Ready: 9.09% Not Yet Ready: 25.00% Not Ready: 52.27% Data Year: 2022-23 Data Source: CAASPP	CAASPP 2023-24 and EAP ELA Ready:35.71% Conditionally Ready: 30.95% Not Yet Ready: 23.81% Not Ready: 9.52% Math: Ready: 13.51% Conditionally Ready: 21.62% Not Yet Ready: 21.62% Not Ready: 43.24% Data Year: 2023-24 Data Source: CAASPP	CAASPP 2024-25 and EAP ELA Ready:35.71% Conditionally Ready: 30.95% Not Yet Ready: 23.81% Not Ready: 9.52% Math: Ready: 13.51% Conditionally Ready: 21.62% Not Yet Ready: 21.62% Not Ready: 43.24% Data Year: 2024-25 Data Source: CAASPP	CAASPP 2025-26 and EAP ELA Ready: 40% Conditionally Ready: 40% Not Yet Ready: 10% Not Ready: 10% Math: Ready: 30% Conditionally Ready: 30% Not Yet Ready: 20% Not Ready: 20% Data Year: 2025-26 Data Source: CAASPP	CAASPP and EAP ELA Ready:13.49% increase Conditionally Ready: 17.94% decrease Not Yet Ready: 3.81% increase Not Ready: 0.63% increase Math: Ready: Maintain Conditionally Ready: 12.53% increase Not Yet Ready: 3.38% decrease Not Ready: 9.03% decrease
1.12	Graduation Rate	94.4% Medium Data Year: 2022-23 Data Source: CA Dashboard 2023	100% Very High Data Year: 2023-24 Data Source: CA Dashboard 2024	92.9% Medium Data Year: 2024-25 Data Source: CA Dashboard 2025	95% Data Year: 2025-26 Data Source: CA Dashboard 2026	Declined 1.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	% accepted into a college or other post-secondary program of their choice	100% Data Year: 2022-23 Data Source: Local Data	100% Data Year: 2023-24 Data Source: Local Data	100% Data Year: 2024-25 Data Source: Local Data	100% Data Year: 2025-26 Data Source: Local Data	Met Target
1.14	College/Career Readiness Indicator	Medium 36.1% Prepared White: 50% SED: 35% Data Year: 2022-23 Data Source: Dashboard 2023	High 43.9% Prepared White: 48.4% SED: 38.5% Data Year: 2023-24 Data Source: Dashboard 2024	High 47.6% Prepared White: 48.4% SED: 34.8% Data Year: 2024-25 Data Source: Dashboard 2025	High 50% Prepared White: 50% SED: 40% Data Year: 2025-26 Data Source: Dashboard 2026	All: 11.5% Increased White: 1.6% Decline SED: 0.2% Decline

Goal Analysis [2025-26]

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

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

Overall, all actions were implemented as planned. Basic, Core School Staffing was primarily implemented with the vacancy of a PE Teacher. Supplemental School Staffing was primarily implemented and supported all students but with the vacancy of a School Counselor has developed a gap in 1:1 college and career counseling. We have supported the students to ensure post-secondary success. Support for Students with Disabilities was implemented and provided the services for the students. Support for English Learners was implemented but there have not been any English Learners enrolled at the Charter School. Technology Infrastructure and Support was fully implemented and ensured students had access to technology through 1:1 technology, updated infrastructure and access points. Fidelity to Core Curriculum was implemented and is more supportive of new teachers. This is led by Expeditionary Learning Education. Professional Development was implemented and increased teacher capacity even with the removal of the Instructional Guide. Fieldwork was implemented and is the core of the Charter School. Credit Recovery was primarily implemented but SAEL fully believes that passing the course in the traditional classroom setting is most beneficial for 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.

There were no material differences between the Budget Expenditures and Estimated Actual Expenditures.

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

Overall, all actions were effective as planned. Basic, Core School Staffing was primarily effective with the vacancy of a PE Teacher. Supplemental School Staffing was primarily effective and supported all students but with the vacancy of a School Counselor has developed a gap in 1:1 college and career counseling. We have supported the students to ensure post-secondary success. Support for Students with Disabilities was effective and provided the services for the students. Support for English Learners was effective but there have not been any English Learners enrolled at the Charter School. Technology Infrastructure and Support was fully effective and ensured students had access to technology through 1:1 technology, updated infrastructure and access points. Fidelity to Core Curriculum was effective and is supportive of new teachers. This is led by Expeditionary Learning Education. Professional Development was effective and increased teacher capacity even with the removal of the Instructional Guide. Fieldwork was effective and is the core of the Charter School. Credit Recovery was primarily effective, but SAEL fully believes that passing the course in the traditional classroom setting is most beneficial for students.

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.

Goal 1, actions and metrics will continue for 2026-27, the last year of the three-year LCAP cycle. SAEL added Metric 1.14 to include College and Career Preparedness Indicator. SAEL removed Instructional Guide from Goal 1, Action 7 due to vacancy and funding.

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	Basic, Core School Staffing	Implement a comprehensive core staffing plan to ensure appropriate staffing across all departments to provide basic services. Staffing will consider student enrollment, programmatic changes, and any vacancies or turnover in alignment with the school's mission, vision, and educational objectives. Develop a recruitment strategy to attract highly qualified candidates. Develop strategies to retain talented staff, onboard new staff, and evaluate all staff for continual improvement.	$1,659,027.00	No
1.2	Supplemental School Staffing	Implement a comprehensive supplemental staffing plan to offer intensives based on the Multi-Tier System of Supports to close the achievement gap.	$198,056.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Implement a comprehensive staffing plan to offer the Expeditionary Learning program. Ensure there is 1:1 college and career counseling to support students. The focus will be to improve academic achievement and to support students' social emotional health and well-being. Supplemental school staffing will consider student need, enrollment, and program in alignment with the school's mission, vision, and educational objectives. Develop a recruitment strategy to attract highly qualified candidates. Develop strategies to retain talented staff, onboard new staff, and evaluate all staff for continual improvement.		
1.3	Support for Students with Disabilities	Support Students with Disabilities by ensuring enough staff (teachers and paraprofessionals) or outside service providers to ensure all students receive services outlined in Individual Educational Plans. Ensure compliance with SELPA policies, protocols, and participation. Ensure that all students improve academic acceleration of SWD to ensure goal attainment. Notify parents/guardians about progress toward goals. Ensure time for collaboration between special educators or providers with general education classroom teachers to ensure accommodations and other services provided. Ensure that all staff, especially special education teachers and staff, receive external professional development to address the needs of SWD.	$255,584.00	No
1.4	Support for English Learners	Provide each English Learner with integrated ELD in core content areas. Provide an appropriately credentialed teacher to provide designated ELD daily to each English Learner in leveled groups using ELD curriculum and monitoring student progress. Provide supplemental curricula to support the progress of English language acquisition and mastery leading to redesignation.	$24,480.00	Yes
1.5	Technology Infrastructure and Support	Provide a robust technology infrastructure (hardware, software, internet access, etc.) to students and staff to support instructional goals. Ensure technology support is provided to teachers and staff to support instructional goals.	$95,234.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	Fidelity to the Core Curriculum	Ensure fidelity to the infused core curriculum to fully implement the high-quality curriculum which will include ensuring teachers utilize high-quality text, work on how to plan lessons, and integrate data to inform instruction. Purchase replacement, consumables, and attrition core materials for all students. Provide grade level planning time for content experts to collaborate, design project-based learning, design authentic, rigorous, place based opportunities.	$17,566.00	No
1.7	Professional Development	Provide meaningful and ongoing professional development opportunities for administrators, teachers and staff. Topics may include: -Expeditionary Learning -Continuous Improvement -Student Led Conferences Preparation -Classroom Management -Differentiation for SWD, EL, academically low achieving students, academically high achieving students -Ensuring rigor and scaffolding at content level standard -Multi-Tier System of Supports - academic, behavioral, social emotional well-being -College and Career Readiness, Concurrent Enrollment -High quality student work analysis	$76,838.00	Yes
1.8	Fieldwork	Fieldwork in expeditionary learning involves hands-on, experiential learning activities conducted outside the traditional classroom setting. It allows students to engage directly with real-world environments and communities, enhancing their understanding of academic concepts through practical experience. Each semester students have at least one multi-day fieldwork opportunity embedded in curriculum based on standards that includes: Service: • embedded in curriculum based on standards • each expedition tries to have an element of service Adventure: • opportunities for physical adventures (i.e. rock climbing, rafting, hiking) Restorative Justice Approach: • school-wide behavior matrix	$35,600.00	No

Action #	Title	Description	Total Funds	Contributing
		• opportunities for reflection		
1.9	Credit Recovery	Ensure students pass classes to achieve credits in order to graduate. Utilize online platform to ensure students make up deficient credits.	$1,739.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Student Engagement: Sierra Academy of Expeditionary Learning will support the social emotional well-being of the students through expeditionary learning in a safe, inclusive, learning environment which fosters a strong relationship between teachers and students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

SAEL is committed to supporting the social emotional well-being, engagement, and connectedness of all students through expeditionary learning in a safe, inclusive, and relationship centered environment that fosters strong connections between teachers and students. Educational partners emphasized the importance of maintaining advisory systems, fieldwork opportunities, counseling supports, restorative practices, and hands on learning experiences that increase student engagement and belonging. The 2025-26 attendance rate was 87.14%, while chronic absenteeism and suspension rates identified the need for continued focus on attendance intervention, student wellness, restorative practices, and positive school culture initiatives. SAEL will continue implementing counseling services, attendance supports, outdoor education, fieldwork, service learning, and community connected learning experiences designed to strengthen student engagement, well-being, and academic success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Facilities in Good Repair	Good 2023-24 Data Year: Spring 2024 Data Source: FIT Report	Good 2024-25 Data Year: Spring 2025 Data Source: FIT Report	Good 2025-26 Data Year: Spring 2026 Data Source: FIT Report	Good 2026-27 Data Year: Spring 2027 Data Source: FIT Report	Met Target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Attendance Rate	89.25% Data Year: 2023-24 Data Source: P-2 Report	91.16% Data Year: 2024-25 Data Source: P-2 Report	87.14% Data Year: 2025-26 Data Source: P-2 Report	92% Data Year: 2026-27 Data Source: P-2 Report	2.11% Decline
2.3	Chronic Absenteeism Rate	Total: 27.3% Hispanic: 30.4% Two or More11.8% White: 29.5% Not Reported: Too Few Data Year: 2022-23 Data Source: DataQuest Chronic Absenteeism	Total:34.5% Hispanic: 36.4% Two or More: 22.7% White: 35.9% Not Reported: 33.3% Data Year: 2023-24 Data Source: DataQuest Chronic Absenteeism	Total: 22.0% Hispanic: 30.8% Two or More: 15.8% White: 22.2% Not Reported: 12.5% Data Year: 2024-25 Data Source: DataQuest Chronic Absenteeism	Total: 10% SED: 10% SWD: 10% Hispanic: 10% Two or More Races: 10% White: 10% Data Year: 2025-26 Data Source: DataQuest Chronic Absenteeism	Total: 5.3% decrease Hispanic: 0.4% Increase Two or More 4% Increase White: 7.3% decrease Not Reported: 20.8% Decrease in one year
2.4	Suspension Rate	Overall: Medium Total: 7.1% SED: 6.7% SWD: 14.3% White:7.2% Data Year: 2022-23 Data Source: CA Dashboard	Overall: High Total: 7.5% SED: 10.9% SWD: 6.1% White:8.7% Data Year: 2023-24 Data Source: CA Dashboard	Overall: Very High Total: 12.3% SED: 13.7% SWD: 25% White:12.9% Data Year: 2024-25 Data Source: CA Dashboard	Overall: >Low Total: 4% SED: 4% SWD: 4% White: 4% Data Year: 2025-26 Data Source: CA Dashboard	Total: 5.2% Increase SED:7% Increase SWD: 10.7% Increase White:5.7% Increase
2.5	Expulsion Rate	Total: 0.5% for all students and 0% for all significant groups Data Year: 2022-23	Total: 0% for all students and all significant groups	Total: 0.5% White: 0.7% Data Year: 2024-25	0% for all students and all significant groups	No Change in Total 0.7% Increase for White

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: DataQuest Expulsion Rate	Data Year: 2023-24 Data Source: DataQuest Expulsion Rate	Data Source: DataQuest Expulsion Rate	Data Year: 2025-26 Data Source: DataQuest Expulsion Rate	
2.6	High School Dropout Rate	0% Data Year: 2022-23 Data Source: DataQuest 4 Year Adjusted Cohort Outcome	0% Data Year: 2023-24 Data Source: DataQuest 4 Year Adjusted Cohort Outcome	0% Data Year: 2024-25 Data Source: DataQuest 4 Year Adjusted Cohort Outcome	0% Data Year: 2025-26 Data Source: DataQuest 4 Year Adjusted Cohort Outcome	Met Target
2.7	Broad Course of Study	100% of students that have access, and are enrolled in, a broad course of study meeting A-G requirements Data Year: 2022-23 Data Source: DataQuest 4 Year Adjusted Graduation Rate	100% of students that have access, and are enrolled in, a broad course of study meeting A-G requirements Data Year: 2023-24 Data Source: DataQuest 4 Year Adjusted Graduation Rate	100% of students that have access, and are enrolled in, a broad course of study meeting A-G requirements Data Year: 2024-25 Data Source: CA School Dashboard 2025 Local Indicators	100% of students that have access, and are enrolled in, a broad course of study meeting A-G requirements Data Year: 2022-23 Data Source: DataQuest 4 Year Adjusted Graduation Rate	Met Target
2.8	Student Surveys on the sense of safety and school connectedness	75% Students expressing positive ratings on safety and connectedness Student Survey School perceived as very safe or safe: 9th grade: 67%	68% Students expressing positive ratings on safety and connectedness Student Survey School perceived as very safe or safe:	Scores Not Provided CHKS is only required to be conducted every other year.	85% Students expressing positive ratings on safety and connectedness Data Year: 2026-27 Data Source: CHKS	Scores Not Provided CHKS is only required to be conducted every other year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		10th grade: 79% 11th grade: 80% School Connectedness: 9th grade: 71% 10th grade: 65% 11th grade: 73% Data Year: 2023-24 Data Source: CHKS	9th grade: 65% 10th grade: 78% 11th grade: 71% School Connectedness: 9th grade: 67% 10th grade: 64% 11th grade: 59% Data Year: 2024-25 Data Source: CHKS			

Goal Analysis [2025-26]

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

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

Overall, the actions were implemented as planned. Clean, safe facilities were implemented, and the facilities complimented the positive school culture. Student Health was implemented, and the students received training and screenings. Healthy Meals were implemented and supported students with breakfast and lunch. Moving to a County JPA was a great opportunity for our Charter School. Advisory Program was implemented and remains an integral part of our Charter School. Student Activities were implemented, and the students are more connected to the Charter School. Positive Daily Attendance was partially implemented, and the attendance rate decreased and the chronic absenteeism rates increased.

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

There were no material differences between the Budget Expenditures and Estimated Actual Expenditures.

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

Overall, the actions were effective as planned. Clean, safe facilities were effective, and the facilities complimented the positive school culture. Student Health was effective, and the students received training and screenings. Healthy Meals were effective and supported students with breakfast and lunch. Moving to a County JPA was a great opportunity for our Charter School. Advisory Program was effective

and remains an integral part of our Charter School. Student Activities were effective, and the students are more connected to the Charter School. Positive Daily Attendance was partially effective, and the attendance rate decreased and the chronic absenteeism rates increased.

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.

Goal 2, actions, and metrics will continue into 2026-27.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Clean, Safe Facilities	Ensure the facility is clean and in good repair. This includes utilities, security, custodial services, maintenance supplies, and maintenance and repair costs.	$329,268.00	No
2.2	Student Health	Ensure that universal precautions recommended by the School Nurse to ensure the health of students. Address the physical needs of all students and monitor serious health concerns through monitoring medications and treatments. Secure outside providers for vision and hearing screenings and sex health education in grade 9 as required. Ensure annual update of Safety Plan and Risk Management Plan. Conduct safety training and drills.	$4,000.00	No
2.3	Healthy Meals	Ensure all students are provided with two healthy and appealing meals daily.	$11,322.00	No
2.4	Advisory Program	Ensure Advisory Program is supported with curriculum: team building, belonging, equity work, healthy communication. Focus on work, inquiry, and reflection to ensure the reflective practice is supported by Crew Advisor. Advisory supports the social emotional health and well-being of all students. Prepare for student-led conferences goal setting and	$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
		presentation twice annually. Provide individualized supports for all students.		
2.5	Student Activities	Provide enrichment activities to connect students to school and provide them with a well-rounded education. Student choice is imperative to the success of the activities. Some examples include Varsity Sports (basketball, volleyball, etc.), CREW Council (student leadership group), Clubs (Equity Club, GSA, Robotics, Eco Club, Art Club, Fitness Club, Music Club, Ski/Snowboard Club (offering varies year to year), and dances.	$61,710.00	Yes
2.6	Positive Daily Attendance	SAEL will implement the Attendance Policies with fidelity. SAEL will call parents of absent students, set up meetings with administrators and families to address student chronic absenteeism to reduce barriers to attendance. This may include signing attendance contracts, daily or weekly incentives, home visits, and meetings with the Crew Advisor. SAEL will develop a culture of positive on-time attendance five days per week through attendance incentives, positive recognition, and awards to ensure positive daily attendance. Rigor cannot be achieved when students are absent based on the EL nature of the school. SAEL will provide a bus to students to overcome the barriers of transportation.	$48,960.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

SAEL recognizes the importance of active and engaged parents/guardians, families, and community members in supporting the vision, mission, and educational program of the Charter School to ensure student success. SAEL believes strong partnerships are built through ongoing communication, collaboration, fieldwork participation, community partnerships, and shared decision making designed to support students through a well-rounded, expeditionary learning experience that prepares students for college, career, leadership, and lifelong learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Seek parent input and promote parental participation in programs for unduplicated students and students with exceptional needs	Full Implementation and Sustainability Data Year: 2022-23 Data Source: 2023 Dashboard Local Indicators	Full Implementation and Sustainability Data Year: 2023-24 Data Source: 2024 Dashboard Local Indicators	Full Implementation and Sustainability Data Year: 2024-25 Data Source: 2025 Dashboard Local Indicators	Full Implementation and Sustainability Data Year: 2025-26 Data Source: 2026 Dashboard Local Indicators	Met Target
3.2	Parent Survey	45% School is a safe place for my child.	71% School is a safe place for my child.	Scores Not Provided	75% School is a safe place for my child.	Scores Not Provided

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		86% Teachers responsive to child's social and emotional needs. 42% School has adults who really care about students. Data Year: 2023-24 Data Source: CHKS	73% Teachers responsive to child's social and emotional needs. 66% School has adults who really care about students. Data Year: 2024-25 Data Source: CHKS	CHKS is only required to be conducted every other year.	86% Teachers responsive to child's social and emotional needs. 75% School has adults who really care about students. Data Year: 2026-27 Data Source: CHKS	CHKS is only required to be conducted every other year.
3.3	Teacher/Staff Survey	56% School is a safe place for students. 81% Students have caring adult relationships. Data Year: 2023-24 Data Source: CHKS	63% School is a safe place for students. 76% Students have caring adult relationships. Data Year: 2024-25 Data Source: CHKS	Scores Not Provided CHKS is only required to be conducted every other year.	75% School is a safe place for students. 81% Students have caring adult relationships. Data Year: 2026-27 Data Source: CHKS	Scores Not Provided CHKS is only required to be conducted every other year.
3.4	Parent Teacher Crew Meetings	9 PTC Meetings per year Data Year: 2023-24 Data Source: Agenda/ Sign-in Sheets	8 PTC Meetings per year. Data Year: 2024-25 Data Source: Agenda/ Sign-in Sheets	21 PTC Meetings per year. Data Year: 2025-26 Data Source: Agenda/ Sign-in Sheets	8 PTC Meetings per year. Data Year: 2026-27 Data Source: Agenda/ Sign-in Sheets	Exceeded Target Increase of 12 meetings

Goal Analysis [2025-26]

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

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

Overall, the actions were implemented as planned. Parent and Community Engagement and Advisory was implemented, and parents attend events at the Charter School. Student Information System and Communication was implemented and ensure communication between the Charter School and Home. One of the strengths of this goal include Student-Led Conferences.

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

There were no material differences between the Budget Expenditures and Estimated Actual Expenditures.

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

Overall, the actions were effective as planned. Parent and Community Engagement and Advisory was effective, and parents attend events at the Charter School. Student Information System and Communication was effective and ensure communication between the Charter School and Home. One of the strengths of this goal include Student-Led Conferences.

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.

Goal 3, actions, and metrics will continue in 2026-27.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent and Community Engagement and Advisory	Host schoolwide events and assemblies to showcase student success to include student-led conferences, all family meetings, Celebrations of Learning, Intensive Showcase, and other recruitment and engagement events to get families and community members involved with the school. Provide robust parent education through Parent Academy to ensure a partnership in the students' academic success, the importance of student attendance and engagement, supporting social emotional and mental health for the family, college knowledge (A-G requirements, college	$1,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		applications, FAFSA forms, etc.), and access to tools to support student learning at home which will ensure social emotional and mental health well-being for increased student engagement, attendance, connectedness, achievement, and self-esteem. Ensure fully compliant Parent Teacher Crew and provide relevant materials and basic hospitality (water, snacks) for these meetings. Administer a School Climate Survey annually. Encourage parents to take on additional leadership responsibilities in advisory groups to develop shared leadership and parent governance.		
3.2	Student Information System and Communication	Provide consistent communication to students, families, teachers, and staff through access to the SIS system. Families can monitor their student's attendance and grades which helps them to serve as partners in the education of their student. Provide community outreach through website and emails to keep the community updated on school wide events/information. Communication will encourage families and community members to get involved, take leadership roles, and attend school events.	$54,785.00	No

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
$203,259	$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
9.490%	0.000%	$0.00	9.490%

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
1.2	**Action:** Supplemental School Staffing **Need:** 2025 CAASPP results indicate that ELA performance for all students was at the “Low” level with students scoring 18 points above standard and 42.5% meeting or exceeding standards. Significant student group performance included SED students at	Based on CAASPP, CAST, Graduation Rate, College and Career Readiness, attendance, and suspension data, this action is designed to provide supplemental staffing, intervention supports, college and career counseling, and MTSS systems that improve academic achievement, engagement, attendance, and social emotional well being for EL, FY, and LI students. Supplemental staffing supports implementation of the EL Education instructional model through expeditionary learning, fieldwork, advisory systems, intervention supports,	CAASPP ELA, CAASPP Math, CAST Science, Benchmark Assessments, Graduation Rate, College and Career Readiness Indicator, Attendance Rate, Chronic Absenteeism Rate, Suspension Rate, ELPAC, and Student Engagement Data.

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
	38.89% meeting or exceeding standards and White students at 37.51% meeting or exceeding standards. 2025 CAASPP results indicate that mathematics performance for all students was at the “Very Low” level with students scoring 119.3 points below standard and only 11.9% of students meeting or exceeding standards. Significant student group performance included SED students at 5% meeting or exceeding standards and White students at 12.12% meeting or exceeding standards. 2025 CAST results indicate science performance was at the “High” level with 34.09% of students meeting or exceeding standards. The 2025 Dashboard also demonstrated a Graduation Rate of 92.9% at the “Medium” level and a “High” College and Career Readiness Indicator with 47.6% of students prepared for college and career. In addition, chronic absenteeism and suspension data indicate continued need for social emotional supports, counseling services, attendance interventions, and strong relationship based systems for students requiring additional support. **Scope:** Schoolwide	and individualized student counseling designed to increase academic achievement and college and career readiness. Because all students benefit from access to highly qualified staff, counseling supports, interventions, and relationship centered instruction, this action is being provided on a schoolwide basis.	
1.7	**Action:** Professional Development **Need:**	Based on CAASPP, CAST, Graduation Rate, College and Career Readiness, attendance, and suspension data, this action is designed to strengthen teacher and staff capacity to provide	CAASPP ELA, CAASPP Math, CAST Science, Benchmark Assessments, Graduation Rate, College

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
	2025 CAASPP results indicate that ELA performance for all students was at the “Low” level with students scoring 18 points above standard and 42.5% meeting or exceeding standards. Significant student group performance included SED students at 38.89% meeting or exceeding standards and White students at 37.51% meeting or exceeding standards. 2025 CAASPP results indicate that mathematics performance for all students was at the “Very Low” level with students scoring 119.3 points below standard and only 11.9% of students meeting or exceeding standards. Significant student group performance included SED students at 5% meeting or exceeding standards and White students at 12.12% meeting or exceeding standards. 2025 CAST results indicate science performance was at the “High” level with 34.09% of students meeting or exceeding standards. Significant student group performance included SED students at 33.33% meeting or exceeding standards and White students at 31.42% meeting or exceeding standards. The 2025 Dashboard also demonstrated a 92.9% Graduation Rate at the “Medium” level and a “High” College and Career Readiness Indicator with 47.6% of students prepared for college and career. However, chronic absenteeism and suspension rates indicate continued need for professional development	rigorous, engaging, and differentiated instruction aligned to the EL Education model. Professional development focused on expeditionary learning, instructional coaching, differentiation, MTSS, classroom management, student engagement, and college and career readiness will support improved outcomes for EL, FY, and LI students, particularly students performing below standard in mathematics and students requiring additional behavioral, attendance, or social emotional supports. Because all students benefit from high quality instruction, fieldwork, authentic learning experiences, and strong intervention systems, this action is being provided on a schoolwide basis.	and Career Readiness Indicator, Attendance Rate, Chronic Absenteeism Rate, Suspension Rate, ELPAC, and Student Engagement Data.

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
	focused on MTSS, student engagement, restorative practices, social emotional supports, and differentiated instruction to improve outcomes for SED students and other struggling student groups. **Scope:** Schoolwide		
2.5	**Action:** Student Activities **Need:** According to the 2025 Dashboard, the Suspension Rate was at the “Very High” level overall with 12.3% of students suspended at least one day. Significant student group rates included SED students at 13.7%, SWD at 25%, and White students at 12.9%. In addition, 2024-25 DataQuest data indicated an overall chronic absenteeism rate of 22%, including Hispanic students at 30.8%, White students at 22.2%, and Two or More Races at 15.8%. These data demonstrate the need to strengthen student engagement, school connectedness, attendance, and positive peer relationships for students who may be disconnected from school or require additional behavioral and social emotional supports. **Scope:** Schoolwide	Based on Suspension Rate and Chronic Absenteeism data, this action is designed to increase school connectedness, student engagement, attendance, leadership opportunities, and positive peer relationships for EL, FY, and LI students through enrichment activities, athletics, clubs, CREW leadership opportunities, outdoor activities, and schoolwide events aligned to the EL Education model. Student choice, fieldwork, collaboration, and relationship building are critical components of the expeditionary learning experience and support students’ social emotional well being and engagement with school. Because all students benefit from opportunities to participate in enrichment activities and develop stronger connections to school, peers, and staff, this action is being provided on a schoolwide basis.	Suspension Rate, Chronic Absenteeism Rate, Attendance Rate, School Climate Survey Data, Student Connectedness Data, Student Participation in Activities, and Student Engagement Data.
3.1	**Action:**	Based on educational partner feedback, attendance data, and school climate needs, this	School Climate Survey Data, Parent Participation

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
	Parent and Community Engagement and Advisory **Need:** 2025 Dashboard and local data indicate continued need to strengthen student engagement, attendance, school connectedness, and social emotional well being for students and significant student groups, including SED students and SWD. Chronic absenteeism data demonstrated an overall rate of 22%, while suspension data indicated a “Very High” overall Suspension Rate at 12.3%. Educational partner feedback emphasized the importance of strong family partnerships, student showcases, parent education, communication, and opportunities for meaningful family involvement in the Charter School community and student learning process. **Scope:** Schoolwide	action is designed to increase parent engagement, school connectedness, attendance, and student success for EL, FY, and LI students through schoolwide events, student led conferences, Celebrations of Learning, fieldwork showcases, Parent Academy opportunities, and advisory participation. The action supports the EL Education model by creating authentic opportunities for students to present high quality work, engage families in the learning process, and strengthen relationships between the Charter School, families, and community. Because all students benefit when families are actively engaged in the educational program and school community, this action is being provided on a schoolwide basis.	Data, Attendance Rate, Chronic Absenteeism Rate, Suspension Rate, Student Engagement Data, and Educational Partner Feedback.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4	**Action:** Support for English Learners	English Learners require targeted language development instruction and academic supports to	EL Reclassification Rate, ELPAC Results, ELPI,

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: The 2025 Dashboard did not report an English Learner Progress Indicator (“ELPI”) because there were fewer than 11 English Learners enrolled at SAEL. Although the English Learner population is small, English Learners require designated and integrated ELD instruction, language acquisition supports, scaffolding, and individualized interventions to ensure academic and linguistic proficiency and progress toward reclassification. **Scope:** Limited to Unduplicated Student Group(s)	increase English proficiency and access rigorous grade level content aligned to the EL Education instructional model. This action provides designated and integrated ELD instruction, leveled language supports, progress monitoring, supplemental curriculum, scaffolding strategies, and individualized interventions designed to support English acquisition, academic achievement, and reclassification. English Learners will also benefit from expeditionary learning, fieldwork, collaborative learning experiences, and authentic opportunities for academic discourse and presentation skills embedded throughout the instructional program.	CAASPP ELA, Graduation Rate, College and Career Readiness Indicator, and Benchmark Assessment Data.

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

For Goal 1, Action 4, Support for English Learners, SAEL determined the Planned Percentage of Improved Services by estimating the value of the additional services that would be needed to provide targeted English Learner supports if the action were funded through a separate LCFF expenditure. The estimate was based on staff time and resources needed for designated and integrated ELD, ELPAC and reclassification monitoring, academic language development, scaffolding, supplemental materials, progress monitoring, and individualized interventions. SAEL then divided the estimated value of these services by the LCFF funding amount identified in the LCAP expenditure tables and converted that amount to a percentage. This percentage represents the increased or improved services contribution because the action provides English Learners with targeted language development and academic access supports beyond the base program provided to all students.

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.

SAEL is a single school LEA with an unduplicated student population of less than 55%.

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	1:37	
Staff-to-student ratio of certificated staff providing direct services to students	1:11	

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	2,141,825	203,259	9.490%	0.000%	9.490%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,600,020.00	$229,919.00	$0.00	$60,730.00	$2,890,669.00	$2,264,039.00	$626,630.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Basic, Core School Staffing	All	No			Specific Schools: SAEL 9-12	2026-27	$1,659,027.00	$0.00	$1,623,962.00			$35,065.00	$1,659,027.00	
1	1.2	Supplemental School Staffing	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SAEL 9-12	2026-27	$198,056.00	$0.00	$198,056.00				$198,056.00	6%
1	1.3	Support for Students with Disabilities	Students with Disabilities	No			Specific Schools: SAEL 9-12	2026-27	$255,584.00	$0.00		$229,919.00		$25,665.00	$255,584.00	
1	1.4	Support for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: SAEL 9-12	2026-27	$0.00	$24,480.00	$24,480.00				$24,480.00	2%
1	1.5	Technology Infrastructure and Support	All	No			Specific Schools: SAEL 9-12	2026-27	$59,534.00	$35,700.00	$95,234.00				$95,234.00	
1	1.6	Fidelity to the Core Curriculum	All	No			Specific Schools: SAEL 9-12	2026-27	$0.00	$17,566.00	$17,566.00				$17,566.00	
1	1.7	Professional Development	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SAEL 9-12	2026-27	$76,838.00	$0.00	$76,838.00				$76,838.00	4%
1	1.8	Fieldwork	All	No			Specific Schools: SAEL 9-12	2026-27	$0.00	$35,600.00	$35,600.00				$35,600.00	
1	1.9	Credit Recovery	All	No			Specific Schools:	2026-27	$0.00	$1,739.00	$1,739.00				$1,739.00	

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
							SAEL 9-12									
2	**2.1**	Clean, Safe Facilities	All	No			Specific Schools: SAEL 9-12	2026-27	$0.00	$329,268.00	$329,268.00				$329,268.00	
2	**2.2**	Student Health	All	No			Specific Schools: SAEL 9-12	2026-27	$0.00	$4,000.00	$4,000.00				$4,000.00	
2	**2.3**	Healthy Meals	All	No			Specific Schools: SAEL 9-12	2026-27	$0.00	$11,322.00	$11,322.00				$11,322.00	
2	**2.4**	Advisory Program	All	No			Specific Schools: SAEL 9-12	2026-27	$15,000.00	$0.00	$15,000.00				$15,000.00	
2	**2.5**	Student Activities	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SAEL 9-12	2026-27	$0.00	$61,710.00	$61,710.00				$61,710.00	1%
2	**2.6**	Positive Daily Attendance	All	No			Specific Schools: SAEL 9-12	2026-27	$0.00	$48,960.00	$48,960.00				$48,960.00	
3	**3.1**	Parent and Community Engagement and Advisory	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SAEL 9-12	2026-27	$0.00	$1,500.00	$1,500.00				$1,500.00	0.111%
3	**3.2**	Student Information System and Communication	All	No			Specific Schools: SAEL 9-12	2026-27	$0.00	$54,785.00	$54,785.00				$54,785.00	

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
2,141,825	203,259	9.490%	0.000%	9.490%	$362,584.00	13.111%	30.040 %	**Total:**	$362,584.00
								LEA-wide Total:	$0.00
								Limited Total:	$24,480.00
								Schoolwide Total:	$338,104.00

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	**1.2**	Supplemental School Staffing	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SAEL 9-12	$198,056.00	6%
1	**1.4**	Support for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: SAEL 9-12	$24,480.00	2%
1	**1.7**	Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SAEL 9-12	$76,838.00	4%
2	**2.5**	Student Activities	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SAEL 9-12	$61,710.00	1%
3	**3.1**	Parent and Community Engagement and Advisory	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SAEL 9-12	$1,500.00	0.111%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,923,084.00	$2,923,084.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Basic, Core School Staffing	No	$1,678,975.00	$1,678,975.00
1	**1.2**	Supplemental School Staffing	Yes	$204,866.00	$204,866.00
1	**1.3**	Support for Students with Disabilities	No	$207,695.00	$207,695.00
1	**1.4**	Support for English Learners	Yes	$65,247.00	$65,247.00
1	**1.5**	Technology Infrastructure and Support	No	$112,678.00	$112,678.00
1	**1.6**	Fidelity to the Core Curriculum	No	$6,031.00	$6,031.00
1	**1.7**	Professional Development	Yes	$77,289.00	$77,289.00
1	**1.8**	Fieldwork	No	$58,140.00	$58,140.00
1	**1.9**	Credit Recovery	No	$5,000.00	$5,000.00
2	**2.1**	Clean, Safe Facilities	No	$308,991.00	$308,991.00
2	**2.2**	Student Health	No	$5,000.00	$5,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.3**	Healthy Meals	No	$42,412.00	$42,412.00
2	**2.4**	Advisory Program	No	$15,000.00	$15,000.00
2	**2.5**	Student Activities	Yes	$45,520.00	$45,520.00
2	**2.6**	Positive Daily Attendance	No	$42,840.00	$42,840.00
3	**3.1**	Parent and Community Engagement and Advisory	Yes	$1,500.00	$1,500.00
3	**3.2**	Student Information System and Communication	No	$45,900.00	$45,900.00

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)
$203,259	$289,014.00	$289,014.00	$0.00	13.111%	0.000%	-13.111%

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	1.2	Supplemental School Staffing	Yes	$168,958.00	$168,958.00	6%	
1	1.4	Support for English Learners	Yes	$39,747.00	$39,747.00	2%	
1	1.7	Professional Development	Yes	$67,289.00	$67,289.00	4%	
2	2.5	Student Activities	Yes	$11,520.00	$11,520.00	1%	
3	3.1	Parent and Community Engagement and Advisory	Yes	$1,500.00	$1,500.00	0.111%	

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)
$2,136,952	$203,259	0%	9.512%	$289,014.00	0.000%	13.525%	$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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