LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Desert Trails Preparatory Academy CDS Code: 36 10363 6111918

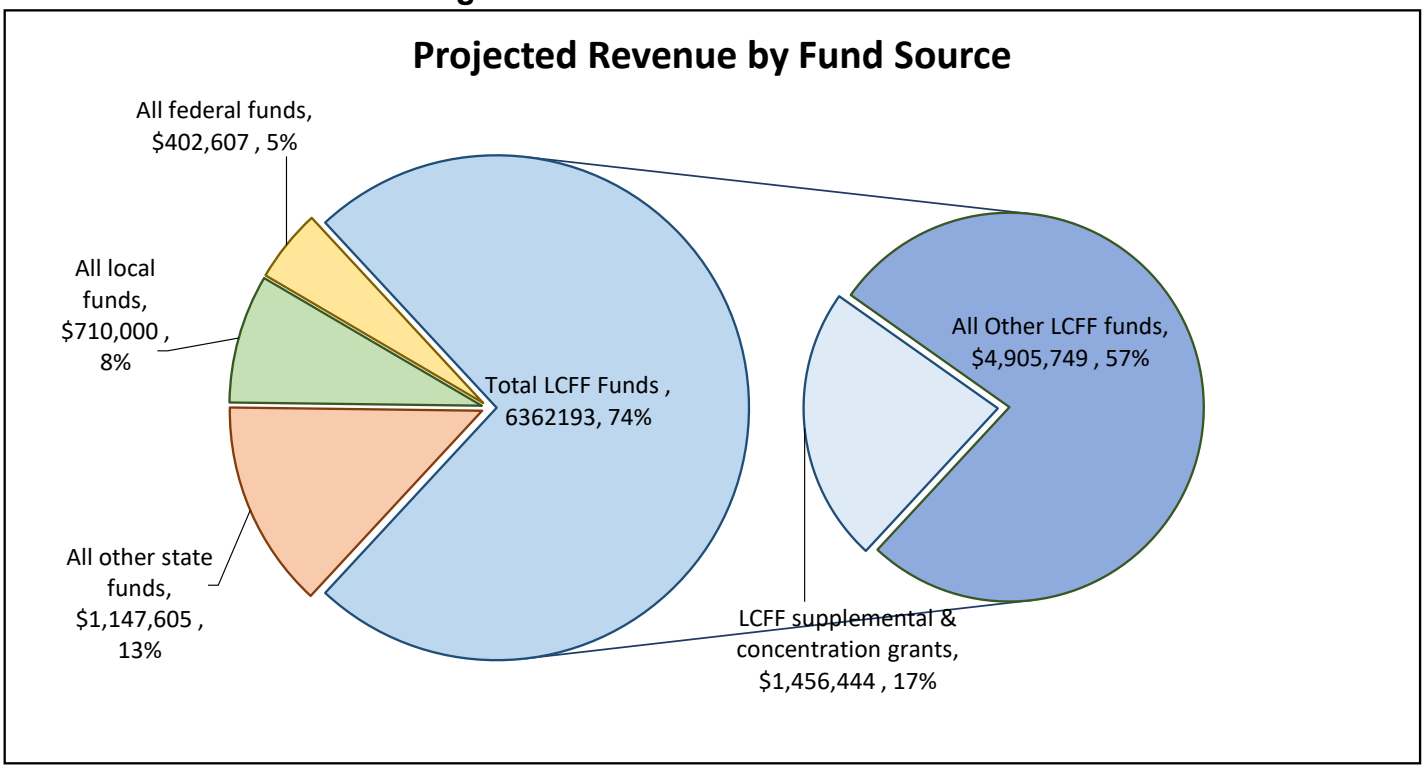
School Year: 2026-27

LEA contact information: Debra Tarver(760) 530-7680 debbie.tarver@dtpacademy.com

Board Approved: June 25, 2026

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

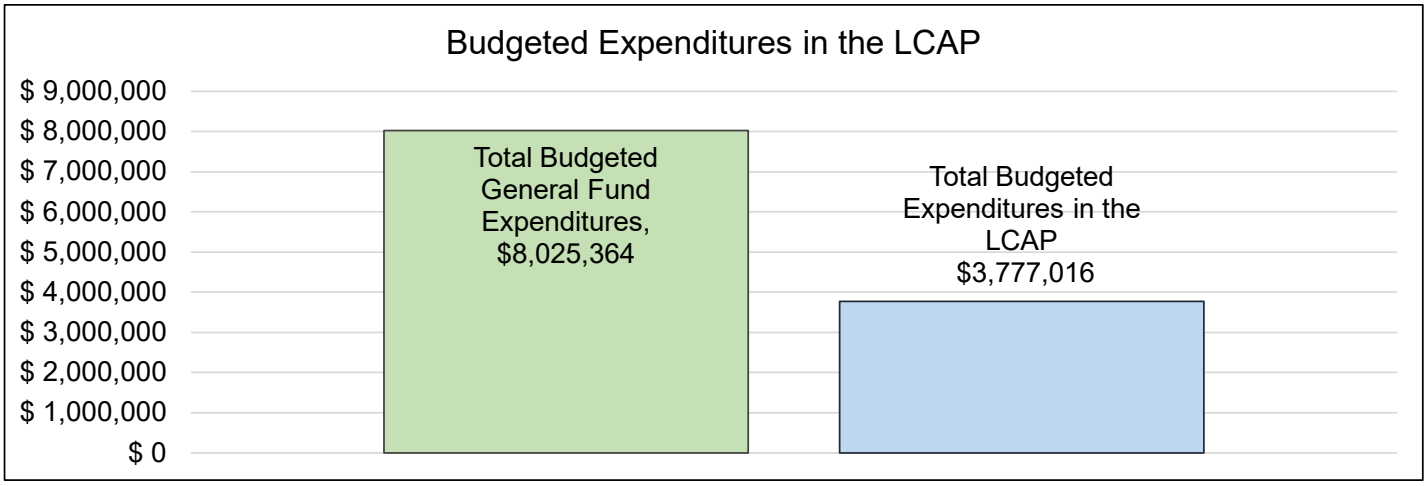


This chart shows the total general purpose revenue Desert Trails Preparatory Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Desert Trails Preparatory Academy is $8,622,405.00, of which $6,362,193.00 is Local Control Funding Formula (LCFF), $1,147,605.00 is other state funds, $710,000.00 is local funds, and $402,607.00 is federal funds. Of the $6,362,193.00 in LCFF Funds, $1,456,444.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Desert Trails Preparatory Academy 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: Desert Trails Preparatory Academy plans to spend $8,025,364.00 for the 2026-27 school year. Of that amount, $3,777,016.00 is tied to actions/services in the LCAP and $4,248,348.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

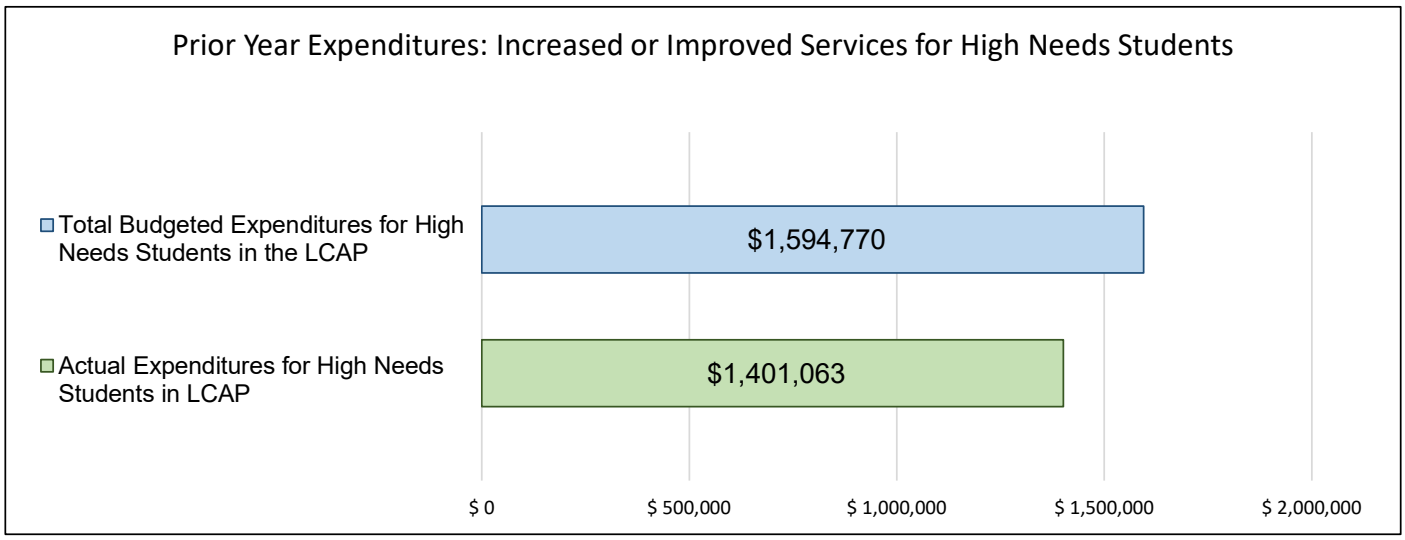
General Fund budgeted expenditures outside the LCAP include the following: all salaries (only partial included) and a majority of employee benefits; all non-capitalized equipment; all materials and supplies; food expenses; all dues and memberships; all licenses and fees; other insurance costs; all professional/consulting services and operating expenditures; accounting and legal fees; accreditation/third-party review fees; business services; postage, shipping, and delivery; and fundraising fees.

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

In 2026-27, Desert Trails Preparatory Academy is projecting it will receive $1,456,444.00 based on the enrollment of foster youth, English learner, and low-income students. Desert Trails Preparatory Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Desert Trails Preparatory Academy plans to spend $1,458,466.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Desert Trails Preparatory Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Desert Trails Preparatory Academy 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, Desert Trails Preparatory Academy's LCAP budgeted $1,594,770.00 for planned actions to increase or improve services for high needs students. Desert Trails Preparatory Academy actually spent $1,401,063.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $193,707.00 had the following impact on Desert Trails Preparatory Academy's ability to increase or improve services for high needs students:

The total actual expenditures for actions and services aimed at increasing or improving support for high-need students in 2025–26 were lower than the budgeted amounts. However, this calculation does not account for the planned percentages of improved services tied to limited actions that contribute to meeting the increased or improved services requirement. Additionally, while actual expenditures were below the budgeted level, they exceeded the estimated actual LCFF S&C grant funds.

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
Desert Trails Preparatory Academy	Debra Tarver Chief Executive Officer	debbie.tarver@dtpacademy.com 760-530-7680

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.

Desert Trails Preparatory Academy (DTPA) is a directly funded public charter school, which opened in 2013, serving scholars in grades TK-6 in the surrounding neighborhood of Adelanto. The goal of DTPA is to prepare scholars for entrance into college, university, or trade school. Scholars enrolled at DTPA are equipped with the skills and desire necessary to be self-motivated learners. DTPA recruitment strategies target scholars whose educational needs are not best served in large schools or overcrowded classrooms, who do not perform well on state tests, special education scholars, or scholars whose second language is English. DTPA seeks to enroll scholar demographics that are reflective of the surrounding community and the Adelanto Elementary School District. During the 2025-26 school year. Based on DataQuest our demographics included 81.8% Hispanic/Latino scholars and 8.6% African American scholars. Other demographics include 1.5% White, 1.3% Asian, and 0.5% Pacific Islander. 26.5% of our scholars were classified as English Language Learners, and 71.2% are socio-economically disadvantaged.

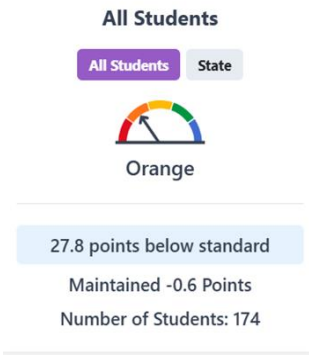
DTPA believes a structured environment is most effective in such learning where each scholar is able to progress at his or her own pace with adequate leadership and guidance from teaching staff to instill a love for learning and inquisitiveness toward things beyond present knowledge. Scholars will benefit through the use of a structured educational program involving a strong relationship with their teachers, school staff, and parents. DTPA seeks to provide an innovative, classical educational program that will enable all scholars to learn skills, acquire knowledge, apply wisdom, and develop character within a rich, diverse, and nurturing learning environment. The curriculum focuses on classical literature, phonics, grammar, composition, mathematics, science, history, geography, and foreign language. Music, art, and physical education are an important element of DTPA's well-rounded curriculum. The curriculum is aligned to Common Core State Standards. DTPA provides a comprehensive curriculum and implements on-going assessment. Staff use the results of these assessments to understand scholars' needs and inform instruction that serves remedial and enrichment purposes. DTPA desires to ensure all scholars meet or exceed state and national standards in all core subjects.

Reflections: Annual Performance

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

Dashboard Performance

ELA

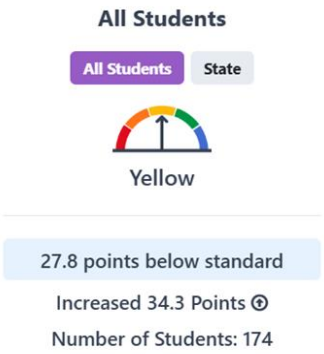


As stated on the California Dashboard, ELA data shows how well scholars met grade-level standards on the English Language Arts assessment. This measure is based on scholar performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by scholars in grades 3–8 and grade 11. According to the 2025 Dashboard, all scholars at Desert Trails received a performance level of orange in ELA. The data revealed that the "all scholars" score was 27.8 points below standard. In addition, the change status was maintained at -0.6 points.

Student Groups	Points Below Standard	Performance Levels	Change Levels	Points Increased/Maintained/Decreased
African Americans	-11.1	No Color	Increased	4.1
English Learners	-57.1	Orange	Maintained	0.8
Hispanic	-31.1	Orange	Maintained	-2.4
Socioeconomically Disadvantaged	-28.8	Orange	Maintained	-2.9
Students with Disabilities	-58.5	No Color	Increased	27.7

The 2025 Dashboard ELA data showed several major subgroups scored a performance level of orange. All major subgroups performed below standard. Points below standard for the major subgroups were most significant for Students with Disabilities followed by English Learners. Scholars with Disabilities scored -58.5 points below standard but due to the small number of scholars in this subgroup, they were not given a performance level. English Learners, Hispanic students, and Socioeconomically Disadvantaged students maintained in their change level. Although African American students performed below standard, their change level increased by 4.1 points.

Math

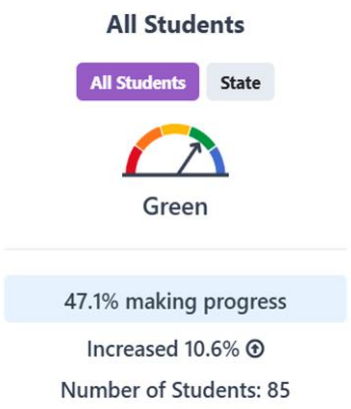


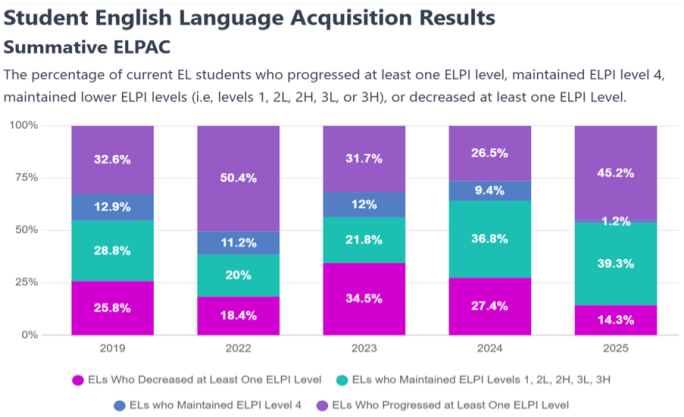
As stated on the California Dashboard, Math data shows how well scholars met grade-level standards on the Mathematics assessment. This measure is based on scholar performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by scholars in grades 3–8 and grade 11. According to the 2025 Dashboard, all scholars at Desert Trails received a performance level of yellow in Math. The data revealed that the “all scholars” score was 27.8 points below standard. Although the “all scholars” performance was below standard, the change status increased by 34.3 points.

Student Groups	Points Below Standard	Performance Levels	Change Levels	Points Increased/Maintained/Decreased
African Americans	-34.3	No Color	Increased	25.9
English Learners	-44.8	Yellow	Increased	38.2
Hispanic	-26.6	Yellow	Increased	35.5
Socioeconomically Disadvantaged	-28.6	Yellow	Increased	32.6
Students with Disabilities	-23	No Color	Increased	126.2

The 2025 Dashboard Math data showed several major subgroups score a performance level of yellow. However, all major subgroups performed below standard. Points below standard for the major subgroups were most significant for English Learners followed by African American students. English Learners scored 44.8 points below standard while African American students performed 34.3 points below standard. All subgroups increased in their change level. Scholars with Disabilities demonstrated the largest increase, 126.2 points.

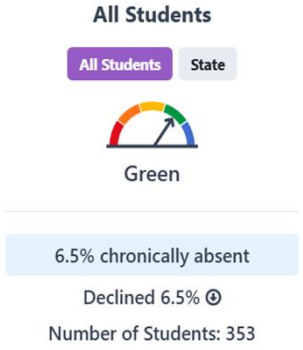
English Learner Progress





As stated on the California Dashboard, the EL progress data shows the percentage of current EL scholars making progress towards English language proficiency or maintaining the highest level. Based on the 2025 Dashboard, “all scholars” at Desert Trails scored a performance level of green which is the second highest performance level. 47.1% of ELs were identified as making progress toward English language proficiency. The change level increased by 10.6%. The Summative ELPAC data also showed that 13.1% fewer ELs decreased at least one ELPI level from 2024 to 2025. In addition, 18.7% more EL scholars progressed at least one ELPI level from 2024 to 2025.

Chronically Absenteeism

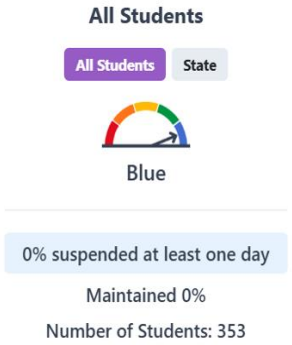


Per CDE, the Chronic Absenteeism measure shows how many scholars were absent for 10 percent or more of the instructional days they were enrolled to attend. According to the 2025 Dashboard, Desert Trails had a chronically absent status of 6.5%. This status resulted in a performance level of green. Data shows that the chronic absenteeism status declined 6.5%.

Student Groups	Chronically Absent Percentage	Performance Levels	Change Levels	Change Level Percentage
African Americans	15.0%	Orange	Increased	3.1%
English Learners	6.2%	Green	Declinced	-5.1%
Hispanic	5.5%	Green	Declinced	-8.0%
Socioeconomically Disadvantaged	7.0%	Green	Declinced	-7.4%
Students with Disabilities	5.0%	No Color	Declinced	-11.7%

According to the 2025 Dashboard, several subgroups received the second highest performance level- green. All subgroups (except African American students) showed a decline in their chronically absent percentage. Students with Disabilities had the largest decline, 11.7%. African American students demonstrated chronic absence level- orange. Although their change level increased by 3.1%, their overall chronically absent percentage was 15.0%.

Suspension Rate



Per the California Dashboard, this suspension data is the percentage of scholars in kindergarten through grade 12 who have been suspended for at least one aggregate day during the given school year. According to the 2025 Dashboard, Desert Trails had a suspension rate of 0% suspended at least one day. This status resulted in a performance level of blue which is the desired performance level. Data shows that the suspension rate status maintained 0% from the previous year.

Student Groups	Suspended at least One Day	Performance Levels	Change Levels	Change Level Percentage
African Americans	0.0%	Blue	Maintained	0.0%
English Learners	0.0%	Blue	Maintained	0.0%
Hispanic	0.0%	Blue	Maintained	0.0%
Socioeconomically Disadvantaged	0.0%	Blue	Maintained	0.0%
Students with Disabilities	0.0%	No Color	Maintained	0.0%

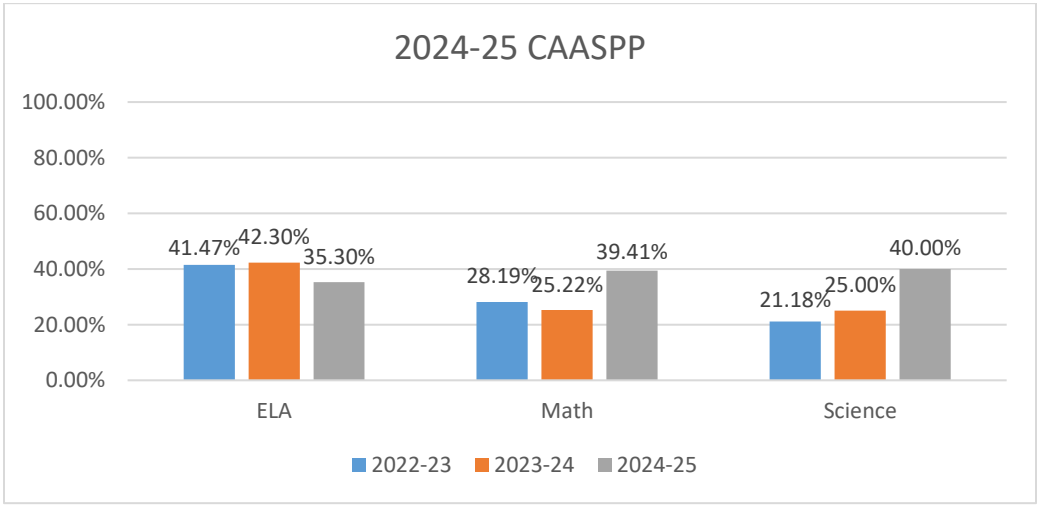
Similar to the “all scholars” suspension rate data, all major subgroups received the highest performance level- blue. The suspension rate performance level was 0.0%. In addition, all major subgroups maintained a suspension rate of 0.0%.

Dashboard Local Indicators

Local Indicator	2022	2023	2024	2025	2026
Basics: Teachers, Instructional Materials, Facilities	Met	Met	Met	Met	Met
Implementation of Academic Standards	Met	Met	Met	Met	Met
Parent and Family Engagement	Met	Met	Met	Met	Met
Local Climate Survey	Met	Met	Met	Met	Met
Access to a Broad Course of Study	Met	Met	Met	Met	Met

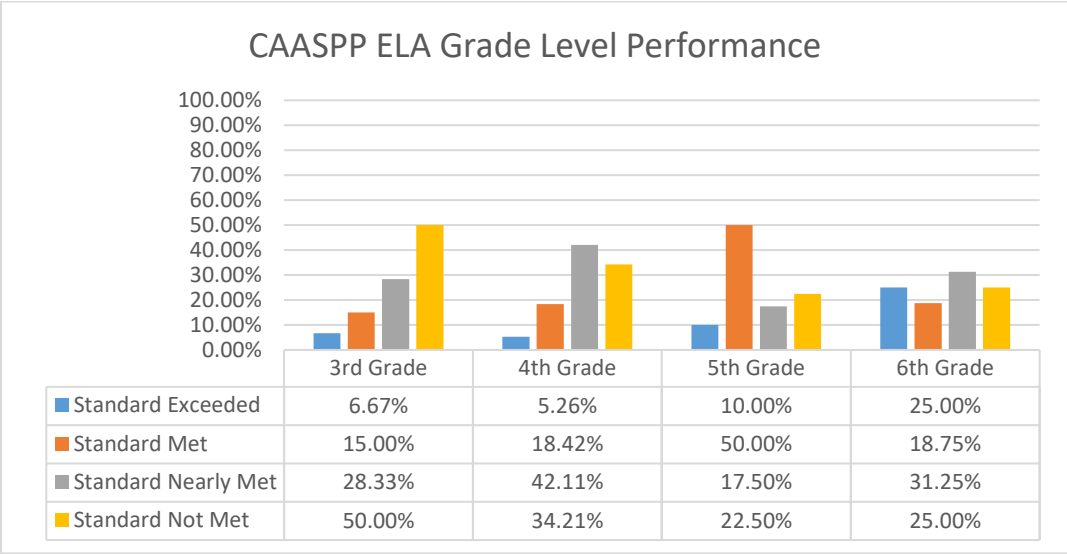
Desert Trails continues to meet standards for all local indicators.

2024-25 CAASPP



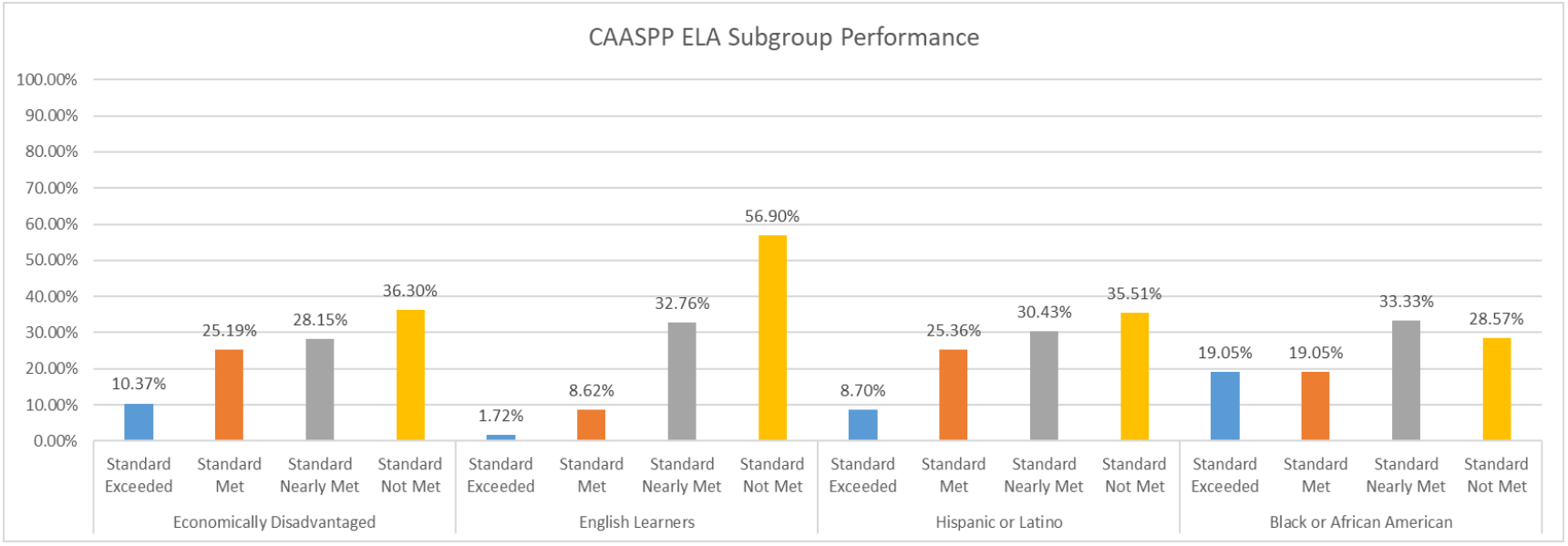
DTPA students increased their overall performance on the CAASPP assessment in Math and Science. 15% of more scholars met or exceeded standards in science from 2023-24 to 2024-25. The increase in Math was 14.19%. The percentage of students who met or exceeded standard in ELA decreased by 7% from 2023-24 to 2024-25.

ELA



	3rd Grade	4th Grade	5th Grade	6th Grade
Standard Exceeded	6.67%	5.26%	10.00%	25.00%
Standard Met	15.00%	18.42%	50.00%	18.75%
Standard Nearly Met	28.33%	42.11%	17.50%	31.25%
Standard Not Met	50.00%	34.21%	22.50%	25.00%

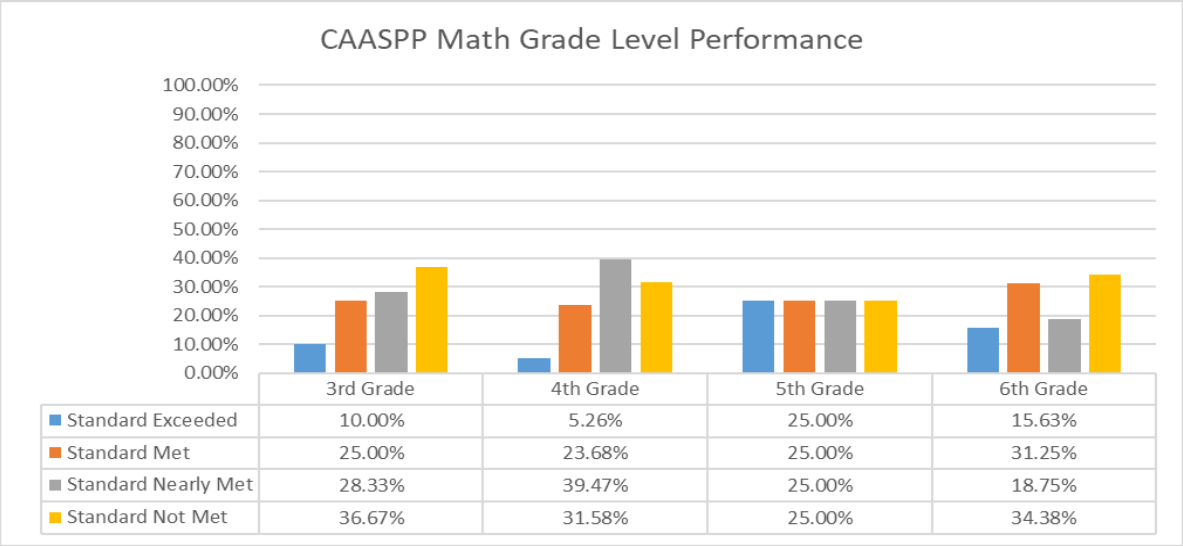
The percentage of scholars in each grade level who “Met” and “Exceeded” standards in the 2024-25 CAASPP ELA assessment ranged from 22% to 60%. 3rd grade had the lowest percentage of scholars who “Met” and “Exceeded” standards, 21.67%. 5th grade had the highest percentages of scholars who “Met” and “Exceeded” standards at 60.00%.



Major subgroup data showed that performance on the ELA CAASPP assessment was low. English Learners had the lowest percentage of scholars who “Met” and “Exceeded” standard, 10.34%. Only 34.06% of Hispanic or Latino students “Met” and “Exceeded Standards”. 35.56%

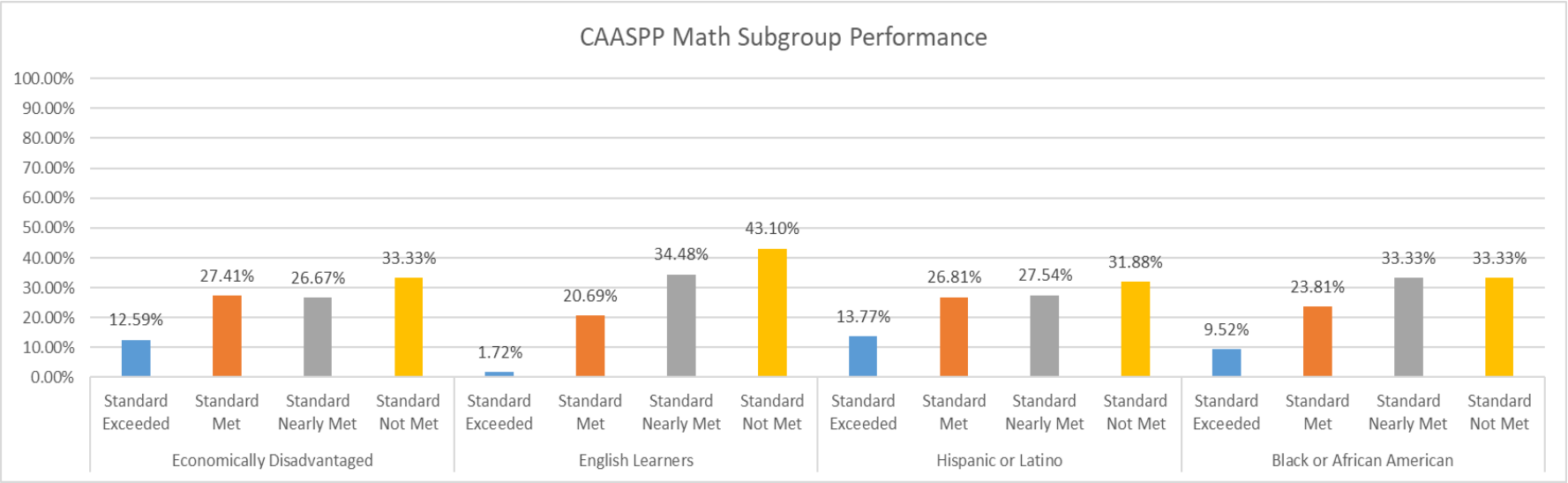
of Economically Disadvantaged scholars “Met” and “Exceeded Standards”. The highest performing major subgroup was Black or African American students. 38.10% of Black or African American scholars “Met” and “Exceeded Standards”. Students with Disabilities data was unavailable.

Math



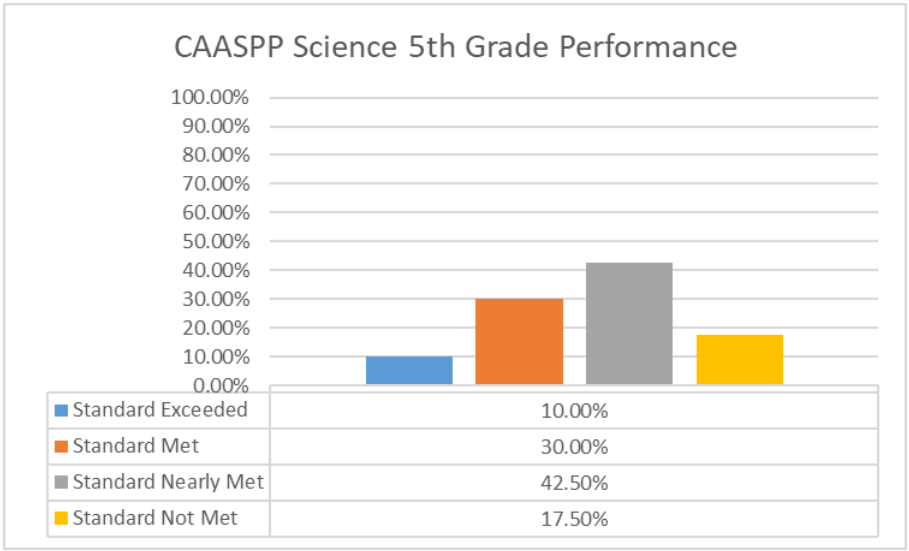
	3rd Grade	4th Grade	5th Grade	6th Grade
Standard Exceeded	10.00%	5.26%	25.00%	15.63%
Standard Met	25.00%	23.68%	25.00%	31.25%
Standard Nearly Met	28.33%	39.47%	25.00%	18.75%
Standard Not Met	36.67%	31.58%	25.00%	34.38%

The percentage of scholars in each grade level who “Met” and “Exceeded” standards in the 2024-25 CAASPP Math assessment ranged from 29% to 50%. 4th grade had the lowest percentage of scholars who “Met” and “Exceeded” standard, 28.94%. 5th grade had the highest percentages of scholars who “Met” and “Exceeded” standards at 50%.

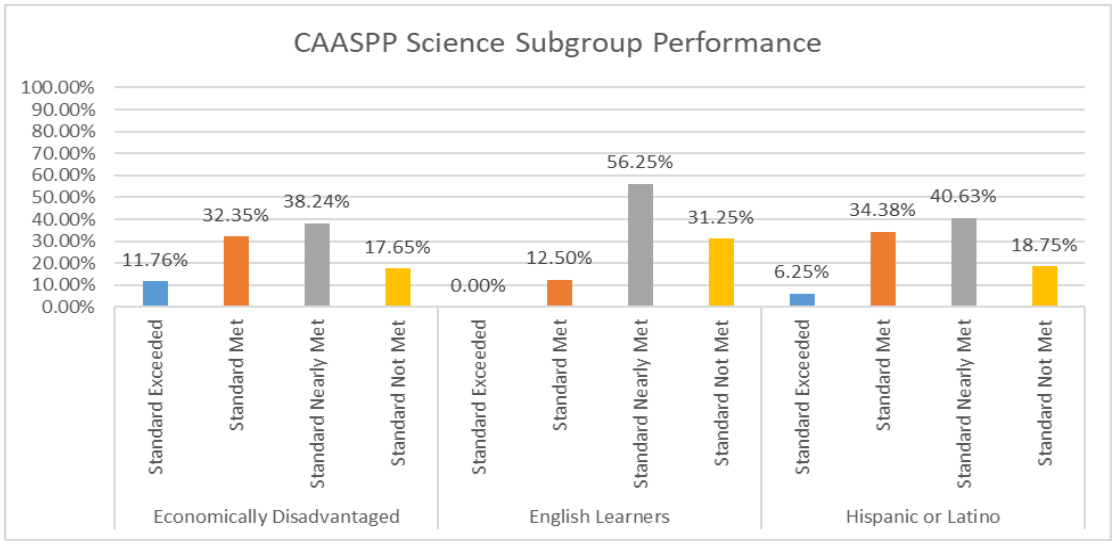


Major subgroup data showed that performance on the Math CAASPP assessment was low. English Learners had the lowest percentage of scholars who “Met” and “Exceeded” standard, 22.41%. Only 33.33% of Black or African American students “Met” and “Exceeded Standards”. 40% of Economically Disadvantaged scholars “Met” and “Exceeded Standards”. The highest performing major subgroup was Hispanic or Latino scholars. 40.58% of Hispanic or Latino scholars “Met” and “Exceeded Standards”. Students with Disabilities data was unavailable.

Science



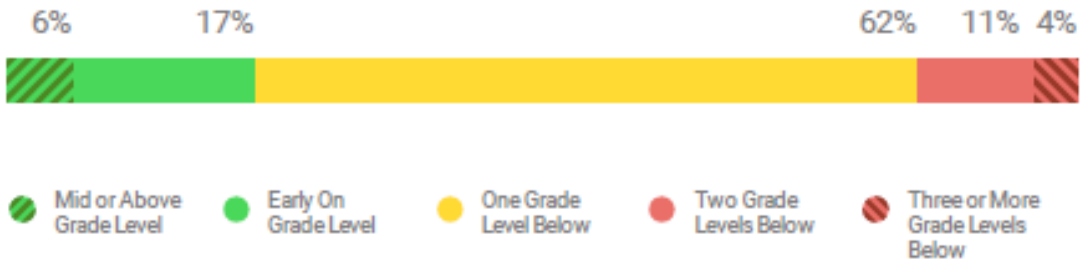
5th grade was the only grade level to complete the CAASPP Science assessment. 40% of scholars “Met” and “Exceeded” standards, 16%. In 2023-24, 31.42% of 5th grade scholars “Met” and “Exceeded” standards. 5th grade performance increased by 8.58% from school year 2023-24 to 2024-25.



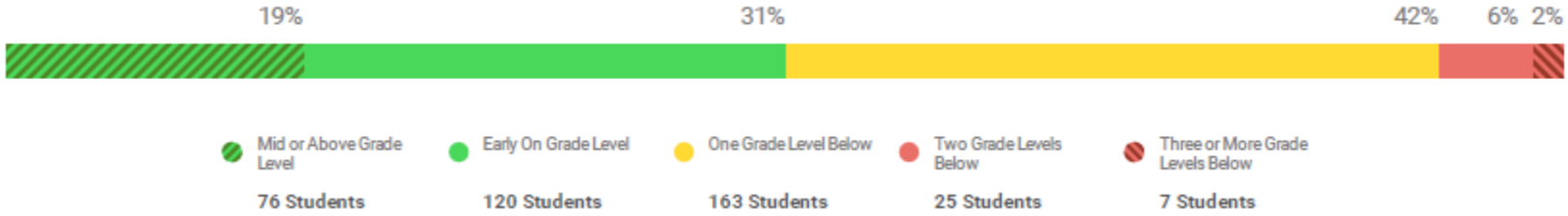
Major subgroup data for 5th grade showed that performance on the Science CAASPP assessment was low. English Learners had the lowest percentage of scholars who “Met” and “Exceeded” standards, 12.50%. 40.63% of Hispanic or Latino scholars “Met” and “Exceeded” standards while 44.11% of Economically Disadvantaged scholars “Met” and “Exceeded” standards. Data was not available publicly for Black or African American students and Scholars with Disabilities to protect scholar privacy as fewer than 11 scholars tested.

iReady Math

Mid-Year Assessment



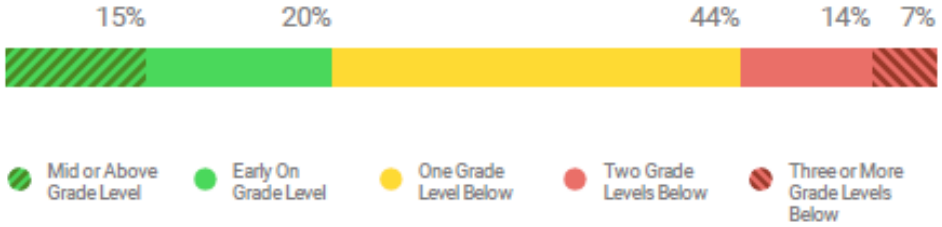
Final Assessment



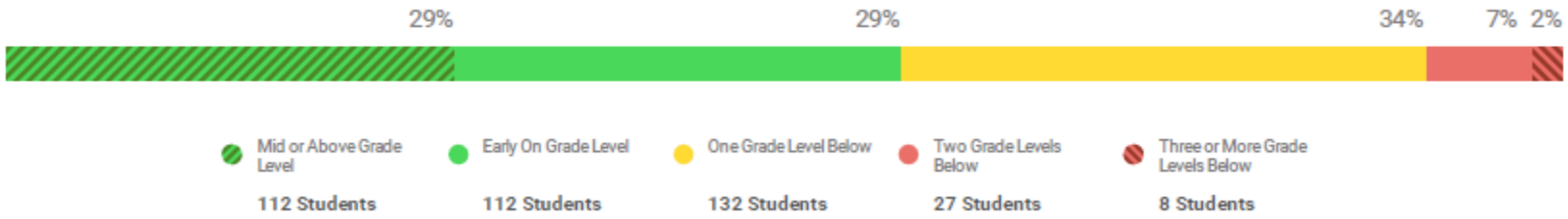
A comparison of overall placement of scholars in the math i-Ready assessment during the mid-year and final assessment showed progress in scholar performance. During the mid-year assessment, 23% of scholars placed either early, mid, or above grade level. Whereas, during the final assessment, scholar performance in these categories increased to 50%. There was a decrease in the percentage of scholars who placed one grade behind between the mid-year assessment and the final assessment from 62% to 42%. The final assessment showed a decrease in the percentage of scholars who placed two, three or more grade levels behind from 15% during the mid-year to 8%.

iReady Reading

Mid-Year Assessment



Final Assessment



A comparison of overall placement of scholars in the reading i-Ready assessment during the mid-year and final assessment showed progress in scholar performance. During the mid-year assessment, 35% of scholars placed either early, mid, or above grade level. Whereas, during the final assessment, scholar performance in these categories increased to 58%. There was a decrease in the percentage of scholars who placed one grade behind between the mid-year assessment and the final assessment from 44% to 34%. The final assessment showed a decrease in the percentage of scholars who placed two, three or more grade levels behind from 21% during the mid-year to 9%.

Additional Successes

As we work towards closing achievement gaps, DTPA has continued to provide training for administration, teachers, and office staff on topics that support scholar academics and behavioral concerns. Increasing scholar access to counselors and support services has proven to be beneficial in supporting scholars to excel in their academics.

DTPA continues to provide training for administration, teachers, and office staff on supporting scholars with behavior issues. In the 2025-2026 school year, seven days were designated for Professional Development. Throughout the school year, Monday staff meetings have been utilized to provide various PDs, including such topics as classroom behavior management strategies, instructional strategies to engage learners, SEL best practices, and Positive Behavior Interventions and Supports (PBIS) training. Teachers were provided ongoing communication with parents via SchoolStatus, Class Dojo and Remind Apps, regular phone calls, and three scheduled parent-teacher conferences. By collaborating with teachers, staff, and parents, we identified areas of need to support our scholars' academic and behavioral growth.

Furthermore, DTPA continued to administer benchmark assessments, i.e., i-Ready, throughout the school year, thus monitoring scholar progress and further guiding the direction of instruction for individual learners. In the 2025-2026, DTPA placed a strong emphasis on RTI and PLCs. In utilizing RTI, DTPA teachers and administration were able to identify individual learning needs and implement classroom strategies that would target various groups of learners. PLCs were strengthened and allowed teachers to work closely together to foster best practices for instruction. PLCs also provide a realm for deep analysis of school data.

In addition, DTPA remains committed to supporting scholars' social-emotional development by maintaining a team of dedicated professionals, including additional school psychologists and a counselor. The school also partners with external agencies such as DM-SELPA and Care Solace to provide expanded services. These resources have positively impacted scholars and their families throughout the school year. To further promote a respectful and inclusive school culture, DTPA introduced the "Expect Respect" program, which includes assemblies designed to reinforce respectful behavior, encourage adherence to PBIS character traits, and equip scholars with strategies to respond to or report unwanted behaviors. Additionally, a comprehensive anti-bullying plan was implemented this year to proactively address issues of disrespect and ensure a safe learning environment for all scholars.

Additional Challenges

One of the challenges we faced last year was with chronic absenteeism however, with many interventions and incentives we have put in place each quarter has helped to decrease our scholars absenteeism. Administration has met with parents to discuss attendance issues and encourage attendance unless illness is involved, and taking advantage of the additional tutoring hour that is provided. In addition, scholars have presented a variety of behavioral issues that have impeded their learning process. Teachers, administrators, and counseling staff have worked to mitigate the effect on learning for these scholars and their classmates. SEL support and services, along with the PBIS and anti-bullying programs, have been helpful in addressing some of the behaviors. We are encouraged by the results so far and look forward to continued improvement in the frequency of behavioral problems.

Develop and Implement a School-Level Plan to Improve Outcomes

AB Bill 716 allows single school districts and charter schools to utilize the Local Control and Accountability Plan (LCAP) to serve as the SPSA, provided that the LCAP meets the ESSA school planning requirements and the stakeholder requirements established in subdivision (a) of Section 52062.

DTPA, in collaboration with educational partners, has developed and implemented a school-level plan for addressing scholar performance and improving scholar outcomes. The plan is based on indicators in the statewide accountability system and informed by all indicators, including scholar performance against long-term goals; include evidence-based interventions; and identify resource inequities, which include a review of LEA- and school-level budgeting, to be addressed through implementation of the school improvement plan.

Last year DTPA was identified as ATSI status due to the attendance performance of its Scholars with Learning Disabilities group. However, we improve in supporting scholars with learning disabilities. We addressed this issue and improved academic achievement and attendance for this subgroup.

To continue supporting and improving academic achievements. The school has developed a comprehensive plan based on indicators in the statewide accountability system and informed by all indicators, including scholar performance against long-term goals. The first objective of the plan is to increase academic achievement in ELA and Math for Scholars. This will be achieved through the implementation of evidence-based interventions such as differentiated instruction, small group instruction, and teacher professional development on effective strategies for teaching scholars with disabilities. DTPA will monitor scholar progress using formative assessments and adjust instruction as needed to ensure that all scholars, including Scholars with Disabilities, are making progress toward grade-level standards. Targeted interventions and support will be provided to Scholars with Disabilities who are performing significantly below grade level in ELA and Math, including one-on-one or small group instruction, access to technology-assisted instruction, and additional time and support for homework completion. Additional resources and support will be provided to teachers to help them effectively differentiate instruction for Scholars with Disabilities, including access to assistive technology, professional development on inclusive teaching strategies, and additional classroom support from paraprofessionals or special education teachers. DTPA continues to utilize a Positive Behavior Intervention and Support (PBIS) plan to promote a positive school culture and support attendance for all scholars, including Scholars with Disabilities. Targeted interventions and support will be provided to Scholars with Disabilities who are chronically absent, including check-ins with family, mentoring, and academic support services. Pupils with attendance problems will be identified early so that appropriate support and interventions can be put into place. The administration will meet with families early in the year to discuss attendance and truancy issues as soon as attendance problems arise. Efforts to notify the family of attendance issues will be documented, including documentation that a conscientious effort has been made to meet with the parent/guardian and the scholar. Throughout the school year, the administration will evaluate the strategies implemented to address chronic absenteeism and will continue to include progress toward improvement in the LCAP.

At DTPA, we understand that being at school as much as possible is essential to improving progress toward grade-level proficiency. Being present in the classroom during instruction presents all scholars with access to the high-quality education provided. Scholars with Disabilities miss out on valuable support services and instructional support when they are not in school. This has an impact on their ability to achieve academic success. DTPA will make a concerted effort to address attendance issues with parents/guardians. DTPA will review and adjust the plan as needed based on progress toward goals and emerging trends in scholar data. Families, community partners, and other stakeholders will be engaged in regular feedback and review sessions to ensure that the plan remains relevant and effective. By implementing this comprehensive plan, DTPA aims to improve outcomes for Scholars with Disabilities and ensure that they have the opportunity to succeed academically and socially.

Learning Recovery and Emergency Block Grant

DTPA has unexpended LREBG funds for the 2026-27 and 2027-28 school year.

LREBG funded actions may be found in Goal 1, Actions 1.2.

DTPA's needs assessment substantiated findings from the 2025 Dashboard related to chronic absenteeism. A review of state and local data indicates that although chronic absenteeism declined by 6.5% for all scholars, improvements have been made in this area. However, we will keep working on this goal to support all of our subgroups. Goal 1, Action 1.2 directly addresses the need to motivate scholars to engage more consistently in their education and provide accessible counseling and crisis intervention to support scholars in building resilience, developing coping strategies, and managing the emotional toll of their circumstances. These actions align to allowable uses of funds in the areas of college and career counseling and mental health support services.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	Parent input was gathered through the 2025–2026 DTPA School Quality Parent Survey, which indicated that most parents are satisfied with the educational program and value the high-quality instruction and safe, well-maintained learning environment provided by the school. Although DTPA operates as a closed campus to maintain safety, parents are encouraged to participate in their child's education through volunteer opportunities, after completing school clearance procedures, as well as through various school activities and parent conferences held throughout the year.
Scholars	Scholar voice was incorporated through the annual school climate survey administered to scholars in grades 3–6. Survey results showed that scholars feel supported, safe, and cared for by staff, with positive perceptions regarding behavior and interpersonal relationships.
Staff (Teachers, Classified staff, and Administrators)	Staff engagement played a critical role in the LCAP development process, as feedback from teachers, classified personnel and administrators provided valuable insights into scholar academic success, strategies to address achievement gaps, and professional development needs. Collectively, the input from these educational partners informed the identification of priorities, goals, and actions aimed at improving outcomes for all scholars.

Insert or delete rows, as necessary.

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

The adopted Local Control and Accountability Plan (LCAP) was directly influenced by feedback gathered from educational partners, including parents, scholars, and staff. Parent survey results from the 2025–2026 DTPA School Quality Parent Survey indicated high levels of satisfaction with the educational program, emphasizing the importance of maintaining high-quality instruction and a safe, well-maintained campus. As a result, the LCAP continues to prioritize academic achievement, campus safety, and opportunities for parent involvement through volunteer programs, family events, and parent conferences.

Scholar feedback collected through the annual school climate survey from scholars in grades 3–6 highlighted that scholars feel supported, safe, and cared for by staff, while also identifying the importance of positive behavior and interpersonal relationships. This feedback influenced the continuation and strengthening of school climate initiatives, social-emotional learning supports, and programs that foster a positive and inclusive school environment.

Staff input significantly shaped the LCAP by identifying areas of need related to scholar achievement, instructional practices, and professional development. Feedback from teachers and administrators informed strategies aimed at closing achievement gaps, improving instructional effectiveness, and providing targeted professional development opportunities aligned with scholar needs. As a result, the adopted LCAP includes actions focused on strengthening academic interventions, enhancing instructional quality, and supporting staff capacity to improve outcomes for all scholars.

Goals and Actions

Goal

Goal #	Description	Type of Goal
Goal #1	**Provide access to high-quality curriculum and classroom instruction that promotes academic success with interventions in place to eliminate barriers to scholar success.**	Broad Goal

State Priorities addressed by this goal.

Priority 2: Implementation of State Standards (Conditions of Learning)

Priority 4: Scholar Achievement (Scholar Outcomes)

An explanation of why the LEA has developed this goal.

Desert Trails Preparatory Academy is committed to delivering a comprehensive, high-quality educational experience that ensures equitable access to rigorous curriculum and instruction for all scholars, including those facing academic challenges. Desert Trails has developed a strategic plan that integrates Common Core State Standards (CCSS) curriculum and differentiated instructional materials designed to address diverse learning needs while maintaining high academic expectations. To effectively implement these initiatives, Desert Trails invests in a highly qualified, credentialed teaching staff supported by ongoing professional development that aligns instructional strategies with evidence-based best practices.

Desert Trails continuously monitors teacher assignments and instructional practices to maintain consistency in educational delivery and to identify areas for targeted academic support. Scholars requiring additional assistance receive structured interventions aimed at closing any learning gaps and promoting academic success. This proactive approach is driven by data analysis, allowing educators to tailor support to individual scholar needs effectively.

Desert Trails' educational philosophy strongly emphasizes equity, rigor, and scholar engagement. It prioritizes scholar ownership of learning, encouraging critical thinking, problem-solving, and active participation in the classroom. Evidence-based instructional strategies are consistently implemented to foster academic excellence and promote lifelong learning.

Desert Trails Preparatory Academy's unwavering dedication to creating a learning environment grounded in academic rigor, equity, and comprehensive support systems helps scholars achieve long-term success in academic and personal goals. Through this approach, Desert Trails cultivates a culture of academic achievement and personal growth, preparing scholars to become engaged, responsible, and successful members of their communities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.1	Alignment Percentage	100% alignment	100% alignment	100% alignment	100% alignment of all curricula to California state standards.	Baseline and year 2 are in alignment.
M1.2	SBAC Original: Distance from Standard (DFS) Updated: CAASPP Testing Data (Exceed, Met, Nearly Met, Not Met) Walkthroughs logs tracking implementation of Interventions (LREBG)	Original: 2022-23 SBAC ELA **Economically Disadvantaged** Standard Exceeded: 11.25% Standard Met: 27.92% Standard Nearly Met: 25.83% Standard Not Met: 35.00% **English Learners**	Updated: 2024-25 SBAC ELA **All scholars- ELA** 35.30% met or exceeded standards Unduplicated scholars-ELA **Economically Disadvantaged** Standard Exceeded: 10.37% Standard Met: 25.19%	2025-26 SBAC currently unavailable	Ensure Unduplicated scholars demonstrate 2% growth annually on the SBAC assessment.	Differences from baseline will be updated once SBAC data becomes available. Walkthroughs and coaching logs tracking implementation of Interventions (LREBG)

		Standard Exceeded: 4.00% Standard Met: 23.00% Standard Nearly Met: 28.00% Standard Not Met: 45.00% **Foster Youth** Data Unavailable <u>2022-23 Math SBAC</u> **Economically Disadvantaged** Standard Exceeded: 8.37% Standard Met: 17.57% Standard Nearly Met: 34.31% Standard Not Met: 39.75% **English Learners** Standard Exceeded: 3.00% Standard Met: 12.00%	Standard Nearly Met: 28.15% Standard Not Met: 36.30% **English Learners** Standard Exceeded: 1.72% Standard Met: 8.62% Standard Nearly Met: 32.76% Standard Not Met: 56.90% **Foster Youth** Data Unavailable <u>Math</u> **All scholars- Math** 39.41% met or exceeded standards <u>Unduplicated scholars-Math</u> **Economically Disadvantaged** Standard Exceeded: 12.59%			

		Standard Nearly Met: 37.00% Standard Not Met: 48.00% Updated: <u>2023-24 SBAC ELA</u> **Economically Disadvantaged** Standard Exceeded: 11.89% Standard Met: 29.73% Standard Nearly Met: 29.73% Standard Not Met: 28.65% **English Learners** Standard Exceeded: 0% Standard Met: 28.38% Standard Nearly Met: 29.73% Standard Not Met: 41.89% **Foster Youth-** Data Unavailable	Standard Met: 27.41% Standard Nearly Met: 26.67% Standard Not Met: 33.33% **English Learners** Standard Exceeded: 1.72% Standard Met: 20.69% Standard Nearly Met: 34.48% Standard Not Met: 43.10% **Foster Youth** Data Unavailable <u>Interventions Observed through Walkthroughs</u> **K–2 Focus** Teachers are consistently implementing foundational literacy, math, and SEL interventions. Morning Meetings are supporting SEL routines, and			

		2023-24 Math SBAC **Economically Disadvantaged** Standard Exceeded: 10.33% Standard Met: 15.22% Standard Nearly Met: 31.52% Standard Not Met: 42.93% **English Learners** Standard Exceeded: 2.74% Standard Met: 8.22% Standard Nearly Met: 34.25% Standard Not Met: 54.79% Foster Youth- Data Unavailable Interventions Observed through Walkthroughs **K–2 Focus**	phonemic awareness lessons (SAXON) are strengthening early reading skills. Guided reading groups and repeated readings are improving fluency and comprehension. Scholars are engaging in letter/sound centers, sentence-frame writing, and i-Ready lessons with regular monitoring. Math fact practice and manipulatives are helping build conceptual understanding. EL workbooks are being used to reinforce vocabulary and writing skills. **Grades 3–6 Focus** Upper-grade teachers are implementing structured academic supports across reading, writing, math, and SEL. Morning			

		- Morning Meetings / Community Circles (SEL) -Phonemic Awareness (e.g., SAXON) -Guided Reading Groups -Reading Fluency: Repeated Readings -Letter/Sound - Recognition Centers -Sentence Frame - Writing Practice -i-Ready Reading and Math Lessons -Math Fact Fluency Practice (flashcards) -Manipulatives for Conceptual - Understanding (e.g., blocks, counters) **Grades 3–6 Focus** -Morning Meetings / Community Circles (SEL) -Sentence Frames and Starters to - Support Speaking & Writing	Meetings continue to support community and regulation. Sentence frames, close reading strategies, and repeated readings are strengthening writing, text analysis, and fluency. Vocabulary instruction and comprehension strategies are improving academic language and understanding of complex texts. Graphic organizers support structured writing and problem solving. Math fluency practice and visual models deepen conceptual understanding. Small-group peer support is regularly used. Scholars are completing i-Ready pathways, and EL workbooks reinforce language development.			

		-Close Reading Strategies (Annotating, Text-Dependent Questions) -Repeated Reading for Fluency -Vocabulary Building through Explicit Instruction & Word Walls -Comprehension Strategies (e.g., summarizing, questioning, predicting) -Graphic Organizers for Writing -Targeted Math - Fact Fluency Practice -Visual Representations & Graphic Organizers -Manipulatives for Conceptual Understanding (e.g., base-ten blocks, counters) -Small Group Peer Tutoring or Partner Reading -i-Ready Reading and Math Lessons				

M1.3	Credentialing Percentage	100% alignment with CTC	100% alignment with CTC	100% alignment with CTC	100% alignment with CTC of all teachers holding a valid teaching credential.	Baseline and year 2 are in alignment.
M1.4	Enrichment Activities rosters	Provide systematic extracurricular activities (i.e. art, basketball, and reader's theater) each semester. Family and parent workshops and engagement sessions (e.g. phonics workshops for parents).	Extra-curricular activities and family and parents workshops were provided. In addition, we incorporated additional curricular activities as part of STEM (i.e., Journalism and soccer) Coffee with the Principal and Social Emotional workshops from SELPA were added.	We continue to include extra-curricular activities and family and parents workshops. In addition, we continue to provide STEM Activities and our Coffee with Director was added and we continue our partnership with SELPA to provide workshops to our families.	Continue to provide extracurricular enrichment activities each semester that foster scholar interest and provide meaningful and purposeful outlets for engagement.	We incorporated additional curricular activities as part of STEM, Coffee with the Directors, and partnership with SELPA.
M1.5	Professional Development Training	Provide research-based strategies aligned to CCSS.	PDs were provided to support teachers with research-based strategies.	PDs were provided to support teachers with research-based strategies.	Continue to provide research-based strategies aligned with CCSS.	Baseline and year 2 are in alignment.
M1.6	Teacher Induction Mentors	Collaborate with CTI to assist mentors and newly credentialed teachers.	Mentors met with interns and newly credentialed teachers.	Mentors continue to meet with their interns and newly credentialed teachers to provide support.	Continue to collaborate with CTI to assist mentors and newly credentialed teachers.	Baseline and year 2 are in alignment.

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

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

The actions under Standards-Aligned Curriculum, Instructional Support, and Teacher Quality (Actions 1.1–1.6) were fully implemented to address the academic needs of all scholars, including Unduplicated student groups, in English Language Arts, Mathematics, Science, and History. A significant success was ensuring that all scholars had access to California Common Core State Standards (CCSS)-aligned instructional materials, targeted academic interventions, enrichment opportunities, and highly qualified, credentialed teachers who participated in ongoing professional development.

Despite these accomplishments, a key challenge was maintaining consistent implementation and instructional quality across all classrooms. Variability in instructional practices may have influenced the level of academic growth experienced by some student groups, particularly those requiring more intensive and targeted support. Continued efforts to strengthen instructional coherence and differentiated support will be essential to improving outcomes for all scholars.

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 was a 10%+ material difference between the budgeted expenditures and estimated actual expenditures for one action within goal 1. Action 4- The budgeted expenditure related to providing access to a broad range of courses and enrichment opportunities was less than the estimated actual expenditures. A healthy number of enrichment opportunities were provided by the LEA weekly. As a result of ensuring access to a variety of experiences, the estimated actual expenditures exceeded the budgeted expenditures.

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

Action 1.4, which focused on providing scholars with access to a broad range of courses and enrichment opportunities, has been effective in making progress toward Goal 1. The LEA successfully implemented a variety of weekly enrichment opportunities designed to enhance scholar engagement, expand learning experiences beyond the core curriculum, and support the development of well-rounded scholars. These opportunities contributed to increased access to diverse educational experiences aligned with the school's mission of supporting the academic and social-emotional growth of all scholars.

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.

Following reflection on prior practice and a review of implementation data, no changes were made to the planned goal, metrics, or target outcomes for the coming year, as they continue to align with the LEA’s vision and identified scholar needs. However, refinements will be made to the implementation of actions to strengthen consistency and effectiveness across classrooms. DTPA will continue to prioritize access to standards-aligned curriculum, academic interventions, enrichment opportunities, and high-quality instruction while placing increased emphasis on ensuring consistent implementation of instructional practices. Additionally, professional development opportunities will be further aligned to support teachers in differentiating instruction and addressing the needs of all scholars, including Unduplicated student groups. DT will continue to monitor the effectiveness of enrichment programs and allocate resources as needed to ensure scholars have access to a broad range of engaging educational experiences.

These refinements are intended to build upon prior successes, address identified areas for growth, and further advance progress toward achieving Goal 1 outcomes for all scholars.

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	ELA, Math, Science, and History CCSS-Aligned Curriculum	LEA-wide: The administration will continue to ensure scholars have access to curriculum and instructional materials that are aligned to CCSS, thereby addressing the academic needs of all learners by conducting classroom inventories three times yearly as measured by M1.1.	$104,089	No
1.2	Scholar Support Services	LREBG Action LEA-wide: Administration and teachers will continue implementing multiple intervention methods in order to support all scholars, including Unduplicated scholars, that promote academic success as measured by M1.2. Original: LREBG Funds supporting this action: $249,368.81 per year through 2026-27 and $184,644.25 in school year 2027-28 Updated: LREBG Funds supporting this action: estimated $166,550 during SY 2026-27 and an estimated $460,531 during SY 2027-28 (estimates include anticipated 2026-27 funds)	$1,225,550	Yes
1.3	Teacher Assignment	LEA-wide: Human resources will continue to monitor records to ensure that all teachers hold valid teaching credentials and that the teaching staff is providing quality instruction to all learners, as measured by M1.3.	$14,693	No
1.4	Enrichment	LEA-wide: Administration and teachers will continue providing access to a broad range of courses and enrichment opportunities to support all scholars, including unduplicated scholars, with academic and SEL needs in an academically supportive extracurricular environment as measured by M1.4.	$88,908	No
1.5	Professional Development	LEA-wide: Administration will continue providing professional development opportunities to teachers to learn new research-based instructional strategies that align with CCSS as measured by M1.5.	$18,000	No

1.6	Teacher Induction Program	LEA-wide: The Administration will continue collaborating with the Center of Teacher Innovation to offer teachers holding a preliminary credential the opportunity to participate in the induction program, thereby clearing their credentials and improving their craft of teaching as measured by M1.6.	$1,850	No

Insert or delete rows, as necessary.

Goal #	Description	Type of Goal
Goal #2	**Utilize ongoing assessment and data analysis to track scholars' progress toward academic proficiency.**	Maintenance Goal

State Priorities addressed by this goal.

Priority 4: Scholar Achievement

An explanation of why the LEA has developed this goal.

Desert Trails Preparatory Academy is committed to delivering exceptional education to all scholars through comprehensive assessment, targeted instruction, and ongoing professional development. The i-Ready assessment tool serves as a base of this approach, enabling educators to measure scholar growth in Reading and Math three times throughout the academic year. The initial assessment is conducted at the beginning of the school year, establishing baseline data to identify scholars who require additional support. Scholars placed in Tier 1 in either Reading or Math will have access to targeted interventions designed to promote measurable academic growth.

To effectively support scholar learning, Desert Trails integrates the i-Ready learning path, which provides individualized, data-driven instructional lessons tailored to each scholar's specific needs. Teachers also supplement these lessons with targeted, teacher-assigned instruction, ensuring that every scholar has access to the resources necessary for academic success.

Recognizing the critical role of effective teaching practices, Desert Trails prioritizes regular professional development and structured collaboration time for teachers and staff. These sessions focus on equipping educators with evidence-based strategies and instructional tools that can be effectively implemented in the classroom. Grade-level leads are designated to foster stronger dialogue and data-driven decision-making, ensuring that instructional practices align with established learning goals across all grade levels.

Ongoing assessment and data analysis remain the focus of Desert Trails' instructional framework. Teachers and administrators continuously monitor scholar progress, using data to refine instructional strategies and implement targeted interventions. Additionally, the administration is committed to exploring the most effective assessment systems to further enhance instructional effectiveness and scholar outcomes.

To further address the needs of English Language Learners (ELL), Desert Trails integrates Specially Designed Academic Instruction in English (SDAIE) strategies throughout the curriculum. Teachers and staff receive ongoing training to effectively support ELL scholars, reinforcing critical language skills and academic content knowledge. This commitment to differentiated instruction ensures that all scholars, regardless of linguistic background, receive equitable access to high-quality educational experiences and the necessary tools to achieve academic success.

By aligning assessment, targeted instruction, and professional development, Desert Trails Preparatory Academy fosters a learning environment that promotes academic excellence, data-driven decision-making, and equitable access to educational resources for all scholars.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.1	Equipment maintenance logs	Scholar Chromebooks and other electronic equipment is repaired or replaced as needed.	Maintenance logs for repairs and replaced electronic equipment are utilized and maintained.	We continue to maintain scholars chromebooks repairs and replace any electronic equipment as needed.	Chromebooks will be repaired or replaced throughout each year to maintain sufficient working devices.	Baseline and year 2 are in alignment.

M2.2	i-Ready school-wide assessment data. Percentage of scholars who are above, at, or below grade level.	During the 2023-24 school year, 25% of scholars scored in Tier 1 in math and 43% in reading on the EOY i-Ready assessments. Percent of scholars placed in Tier 1 during the EOY i-Ready assessment: <u>Math i-Ready 2023-24</u> Kinder- 41% 1st- 26% 2nd- 15% 3rd- 21% 4th- 27% 5th- 31% 6th- 41% 7th- 5% 8th- 8% <u>Reading i-Ready 2023-24</u> Kinder- 60% 1st- 48% 2nd- 35% 3rd- 47% 4th- 46%	During the 2024-25 school year, 35% of scholars scored in Tier 1 in math and 54% in reading on the EOY i- Ready assessments. Percent of scholars placed in Tier 1 during the EOY i-Ready assessment: <u>Math i-Ready 2024-25:</u> Kinder- 41% 1st- 42% 2nd-24% 3rd- 25% 4th- 38% 5th- 43% 6th- 42% <u>Reading i-Ready 2024-25:</u> Kinder- 68% 1st- 71% 2nd- 65% 3rd- 50% 4th- 25%	During the 2025-26 school year, 50% of scholars scored in Tier 1 in math and 57% in reading on the EOY i-Ready assessments. Percent of scholars placing in Tier 1 during the EOY i-Ready assessment: <u>Math i-Ready 2025-26</u> Kinder- 57% 1st- 41% 2nd- 71% 3rd- 48% 4th- 33% 5th- 41% 6th- 55% <u>Reading i-Ready 2025-26</u> Kinder- 70% 1st- 61% 2nd- 73% 3rd- 64% 4th- 30%	Scholars will use i-Ready three times a school year to demonstrate growth from the initial assessment to the end-of-year assessment. Scholars' growth will increase by 3% annually in reading and math.	Compared to 2023-24 to 2025-26 there has been an increase in all grade levels in math. In reading we had increased in mostly all grade levels except for 4th grade. i-Ready data reflects scholar performance in grades TK through 6, as the school no longer provides services for 7th and 8th grade.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5th- 36% 6th- 45% 7th- 21% 8th- 32%	5th- 43% 6th- 36%	5th- 41% 6th- 53%		
M2.3	PD Logs and Collaboration Notes	All staff members are provided 5 professional development days at the beginning of the school year New staff members are provided 2 additional days at the beginning of the school year. Staff members are provided release time for professional development (e.g. induction, coaching). Additional days are provided throughout the school year.	All staff members were provided 5 PDs days at the beginning of the school year. New staff were given 2 additional days at the beginning of all staff training. Staff members were provided some time for coaching PDs and collaboration time are provided on Mondays.	We continue to provide for all staff members 5 PDs days at the beginning of the school year. New staff were given 2 additional days at the beginning of all staff training. Staff members were provided some time for coaching PDs and collaboration time are provided every Monday.	Monthly training and collaboration time will be provided throughout the school year.	Baseline and year 2 are in alignment.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.4	Data analysis Spreadsheets/PD LTEL reclassification tracking	At the beginning of the school year, all staff will receive support and training specifically on SDAIE tools and strategies. Necessary forms are provided to staff, and time for analysis of assessment data.	Training and necessary support were provided to staff for analysis of the assessment data. ELPAC assessments tracking and reclassification will take place at the beginning of the school year.	We continue to train and provide necessary support to staff for collaboration and analysis of the assessment data. We continue with ELPAC assessments tracking and reclassification at the beginning of the school year,	Staff will continue to receive support and training on SDAIE tools and strategies throughout the school year. Staff will conduct assessment analysis three times yearly after each round of assessments and after the release of state assessment data.	Baseline and year 2 are in alignment.

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

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

Implementation at Desert Trails Preparatory Academy has been largely aligned with planned actions focused on assessment, targeted instruction, and professional development. The i-Ready system was implemented as intended, with three annual benchmarks used to establish baseline data, monitor progress, and identify scholars needing additional support. Instructional practices, including i-Ready learning paths and teacher-designed interventions, have provided differentiated, data-driven support to meet diverse scholar needs. Professional development and collaboration structures, including grade-level leads and structured meeting time, have strengthened instructional alignment and data use across grade levels. SDAIE strategies have also been integrated to support English Language Learners and ensure access to grade-level content. While implementation has been successful overall, a key challenge has been ensuring consistent depth and quality of implementation across all classrooms. Despite this, the increased use of data to guide instruction and expanded individualized learning supports have strengthened instructional responsiveness and contributed to progress toward improving scholar outcomes.

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.

Within Goal 2, one action reflected a material variance of more than 10% between budgeted and estimated actual expenditures. Specifically, Action 5- which supports English Language Learners- had budgeted expenditures that exceeded estimated actual expenditures. This action encompassed many of the functions and supports associated with the ELD Coordinator position, for which the LEA established the Planned Percentage of Improved Services through an estimated compensation using a salary schedule that included health and benefits. The Planned Percentage of Improved Services was underestimated as the LEA anticipated more expenditures associated with the purchase of materials.

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

The specific actions implemented to date have been generally effective in making progress toward the goal of improving academic achievement through assessment, targeted instruction, and professional development. The use of i-Ready benchmark assessments and individualized learning paths has supported the identification of scholar needs and provided differentiated instruction, contributing to more responsive academic support in both Reading and Mathematics. Targeted interventions for scholars requiring additional support have further strengthened instructional impact by addressing skill gaps more directly. Professional development and structured collaboration time have improved instructional alignment and increased the use of data-informed decision-making among staff, while SDAIE strategies have supported greater access to content for English Language Learners.

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.

Following reflection on prior practice and implementation data, the planned goals, metrics, and target outcomes will remain unchanged as they continue to align with the school's instructional priorities and scholar needs. However, adjustments will be made to strengthen the implementation of existing actions to improve consistency and instructional quality across all classrooms. These refinements include an increased focus on monitoring fidelity of i-Ready usage and intervention implementation, as well as more structured support for teachers in using data to drive instruction effectively. Professional development will be further aligned to address identified gaps in instructional consistency, with an emphasis on strengthening differentiation strategies and support for English Language Learners. Grade-level collaboration structures will also be reinforced to ensure more consistent application of instructional practices across grade levels.

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	Chromebooks	LEA-wide: The school will purchase and upgrade supplemental technology including Chromebooks to ensure a 1:1 scholar to Chromebook ratio for grades K-6 as measured by metric M2.1. IT will monitor functionality of current technology and upgrade as needed as measured by M2.1.	$123,170	No
2.2	School-wide Assessments and Data Analysis	LEA-wide: Scholars will be assessed using i-Ready three times during the school year. School-wide assessment systems will align with standards and yield the best results for scholar success as measured by M2.2 and M2.4. Test results will be analyzed in order to inform instruction and support all scholars will meet academic standards, particularly, unduplicated scholars.	$514,662	Yes
2.3	Professional Development and Collaboration	LEA-wide: Administration will continue providing professional development and collaboration opportunities to teachers and staff on curriculum, data-driven instruction, and effective use of technology to supplement instruction for ongoing yearly assessments, as measured by M2.3.	$6,000	No
2.4	Language Acquisition Programs-PD Original: (30+ ELs) Updated: (30+ ELs; 15+ LTEL)	(Original) Limited: Administration will continue to support English Language Learners by providing teachers with training on structured English emerging programs that provide tools and strategies needed, including SDAIE strategies as measured by M2.4. (Updated) Limited: Administration will continue to support English Language Learners and Long Term English Learners (LTEL) by providing teachers with training on structured English emerging programs that provide tools and strategies needed, including SDAIE strategies as measured by M2.4.	$20,000	Yes

2.5	Language Acquisition Programs for Scholars Original: (30+ ELs, Addressing Dashboard) Updated: (30+ ELs, Addressing Dashboard, 15+ LTEL)	(Original) Limited: English Learner scholars will receive support from General Education Teachers and Instructional Assistants; they are trained and coached in strategies provided by the ELD curriculum to support Tiers 1, 2, and 3 that are designed to promote EL proficiency and mastery of subject matter content as measured in M2.5. (Updated) Limited: English Learner and Long Term English Learners will receive support from General Education Teachers and Instructional Assistants; they are trained and coached in strategies provided by the ELD curriculum to support Tiers 1, 2, and 3 that are designed to promote EL and LTEL proficiency and mastery of subject matter content as measured in M2.4.	$175,419 (Included Planned Percentage of Improved Services)	Yes

Insert or delete rows, as necessary.

Goal #	Description	Type of Goal
Goal #3	**Ensure a safe and engaging school environment, focusing on positive behavior intervention support to solicit model scholar behavior.**	Maintenance Goal

State Priorities addressed by this goal.

Priority 1: Basic Services and Conditions

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Creating and maintaining a nurturing, secure, and well-organized school environment is fundamental to fostering positive scholar behavior and promoting academic success at Desert Trails Preparatory Academy. A clean, orderly campus not only enhances productivity but also establishes a welcoming atmosphere where scholars feel safe, valued, and supported. When scholars perceive their school environment as structured and supportive, they are more likely to attend regularly, engage in meaningful classroom activities, and exhibit positive behaviors that contribute to a culture of respect and accountability. To proactively address behavioral challenges and support positive behavior management, Desert Trails implements targeted training for administrators, teachers, and office staff. This training encompasses classroom behavior management, social-emotional learning (SEL), and evidence-based instructional techniques designed to reduce disruptive behaviors while promoting a positive, inclusive learning environment. By equipping all staff members with the necessary skills to manage challenging behaviors effectively, Desert Trails aims to minimize suspensions and expulsions, ensuring that scholars remain in school and continue to receive essential academic and social-emotional support.

Furthermore, Desert Trails prioritizes ongoing professional development focused on promoting positive behavior management and intervention support. These professional learning opportunities are strategically designed to provide faculty and staff with practical, actionable strategies for implementing SEL frameworks, conflict resolution techniques, and restorative practices. Administrators and teachers receive training on how to establish clear behavioral expectations, reinforce positive behavior through consistent routines, and respond effectively to challenging situations using de-escalation techniques and structured intervention plans.

Additionally, Desert Trails Academy fosters collaboration across all grade levels to ensure that behavioral expectations are consistently communicated and reinforced schoolwide. Grade-level leads facilitate regular meetings where staff can discuss behavior management strategies, analyze incident data, and share best practices for addressing specific behavioral challenges. This collaborative approach not only fosters a cohesive, schoolwide approach to behavior management but also ensures that all scholars receive consistent support tailored to their unique needs. To further promote a positive school climate, Desert Trails integrates SEL into daily instruction, helping scholars develop essential skills such as self-regulation, empathy, and effective communication. SEL lessons are designed to empower scholars to resolve conflicts constructively, make responsible decisions, and maintain positive relationships with peers and staff. The implementation of these strategies reinforces the academy's commitment to creating a learning environment that is safe, inclusive, and conducive to academic and personal growth. Through comprehensive training, targeted professional development, and a schoolwide emphasis on SEL and positive behavior management, Desert Trails Preparatory Academy is dedicated to fostering a safe, respectful, and supportive learning environment that enables all scholars to thrive academically, socially, and emotionally.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M3.1	Facilities Percentage	100% of the facilities are well maintained.	100% of the facilities are well maintained.	100% of the facilities are well maintained.	Overall, 100% of the facilities will be maintained.	Baseline and year 2 are in alignment.
M3.2	Suspension Rate Percentage	Suspension Rate maintained at 1% or less.	Suspension Rate maintained at less than 1%	Suspension Rate maintained at less than 1%	Suspension Rate maintained at 1% or less.	Baseline and year 2 are in alignment.
M3.3	Expulsion Rate Percentage	Expulsion Rate maintained at 0%.	Expulsion Rate maintained at 0%.	Expulsion Rate maintained at 0%.	Expulsion rate maintained at 0%.	Baseline and year 2 are in alignment.

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

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

Overall implementation of the schoolwide behavior and climate initiatives at Desert Trails Preparatory Academy has been aligned with planned actions focused on creating a safe, structured, and supportive learning environment through professional development, SEL integration, and consistent behavior management practices. Targeted training for administrators, teachers, and office staff has been implemented to strengthen classroom management, de-escalation strategies, and restorative practices, supporting a reduction in disruptive behaviors and helping maintain instructional time. SEL instruction has been embedded into daily practice to support scholars in developing self-regulation, empathy, and positive communication skills, contributing to improved interpersonal relationships and school climate.

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.

No actions under Goal 3 exhibited a material variance of 10% or more between the budgeted expenditures and the estimated actual expenditures.

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

The specific actions implemented to support school climate and behavior management at Desert Trails Preparatory Academy have been generally effective in making progress toward the goal of creating a safe, structured, and supportive learning environment. Professional development and targeted training for staff in behavior management, SEL, and restorative practices have strengthened staff capacity to address behavioral needs proactively and consistently. The integration of SEL into daily instruction has supported scholars in developing self-regulation, empathy, and communication skills, contributing to improved relationships and a more positive school climate.

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.

Following reflection on prior implementation and outcomes, no changes were made to the planned goals, metrics, or target outcomes, as they continue to appropriately reflect the school's priorities for improving school climate, behavior supports, and scholar well-being. Professional development will continue with an increased emphasis on practical, classroom-based behavior strategies and de-escalation techniques. Additionally, grade-level collaboration will be further strengthened to ensure shared expectations and consistent reinforcement of schoolwide behavior standards.

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	Maintenance of Facility	LEA-wide: Scholars will be provided a campus that is safe, clean, and well-maintained. The Administration and Lead Custodian will conduct frequent inspections of the facility to ensure site safety and functionality as measured by M3.1.	$1,313,523	No
3.2	School Climate and Culture: Suspensions	LEA-wide: The School Leadership Team will continue providing training for administration, teachers, and office staff on supporting scholars with behavior issues that involve scholar suspension and managing scholar expulsions, as measured by M3.2 and M3.3.	$6,000	No

Insert or delete rows, as necessary.

Goal #	Description	Type of Goal
Goal #4	**Social-emotional learning and wellness of the whole child.**	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement

Priority 5: Scholar Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Desert Trails Preparatory Academy is committed to addressing chronic absenteeism among scholars with disabilities, particularly those experiencing anxiety, depression, or other factors that contribute to school refusal. Recognizing the profound impact of consistent school attendance on both academic achievement and social-emotional well-being, Dessert Trails is dedicated to implementing comprehensive support systems that encourage regular attendance and foster a sense of belonging for all scholars.

To effectively address the root causes of absenteeism, Desert Trails will implement targeted behavior intervention plans (BIPs) and strategic attendance incentives. These plans will be customized to meet the unique needs of each scholar, focusing on strategies to mitigate anxiety, build coping skills, and promote positive school experiences. Attendance incentives, including small rewards, certificates, and public recognition, will be used to celebrate consistent attendance and motivate scholars to remain engaged in their educational journey.

Collaboration with families, caregivers, and scholars is integral to the success of this initiative. Desert Trails will work closely with families to identify and address underlying barriers to attendance, such as health concerns, transportation challenges, and socioeconomic factors. School social workers will provide ongoing support to parents, scholars, and staff, equipping them with resources and strategies to navigate

these challenges effectively. Social work services will include individualized counseling, home visits, and family workshops that focus on building resilience, managing stress, and promoting positive attendance habits.

To further support scholars' social-emotional development, Desert Trails will provide comprehensive professional development for all staff members, emphasizing strategies for supporting scholars with behavioral and social needs. Training sessions will cover topics such as trauma-informed practices, de-escalation techniques, and restorative approaches to behavior management. By equipping educators with the skills to address the emotional and behavioral needs of chronically absent scholars, Desert Trails aims to create a supportive, inclusive environment that fosters both academic and social-emotional growth.

Data analysis will play a critical role in identifying trends and patterns among scholars with disabilities who are chronically absent. The administration will regularly review attendance data to pinpoint specific risk factors, track progress, and adjust intervention plans as needed. Targeted interventions will include regular check-ins with families, individualized academic support services, and mentoring programs designed to foster connections between scholars and trusted adults on campus.

Desert Trails' approach to attendance is centered on cultivating a school culture that values and celebrates consistent attendance as a key indicator of scholar success. Attendance celebrations will highlight scholars who demonstrate consistent participation, reinforcing the importance of regular school attendance while fostering a sense of accomplishment and belonging.

Ultimately, Desert Trails Preparatory Academy's commitment to addressing chronic absenteeism extends beyond academic progress to include a focus on social-emotional well-being and overall school connectedness. By prioritizing proactive intervention strategies, fostering strong family partnerships, and providing targeted support services, the academy is dedicated to ensuring that every scholar, including those with special needs, receives the necessary resources and encouragement to actively participate in their educational journey and achieve their full potential.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M4.1	Mental Health Services Offered Original: (list) Updated: (list) removed	Scholars are provided access to school counselors and the school psychologist.	Scholars have access to a school counselor and a school psychologist who are onsite to support scholars everyday.	Scholars continue to get support from school counselor and school psychologist.	Additional support staff (e.g. counselors, school psychologist, social worker, independent contractors) was made available to scholars as needed.	Baseline and year 2 are in alignment.

M4.2	Social-emotional Learning Support Professional Development	School counselor provides support for scholars, staff, and families SEL professional development training is provided to staff at the beginning of each school year.	The school counselor provides support on a daily basis to scholars, staff, and families. SEL training is provided at the beginning of the year. Teachers provide support in SEL every morning in their class as well.	The school counselor provides support on a daily basis to scholars, staff, and families. SEL training is provided at the beginning of the year. Teachers provide support in SEL every morning in their class as well.	Continued services for scholars, staff, and families A variety of professional development will be provided to staff and SEL curriculum is utilized at all grade levels.	Teachers continue to use SEL support to scholars every morning in class.
M4.3	Parent Wellness Support Local Agencies	Services are provided as needed for families. Parents are provided with information regarding local agencies that provide wellness support.	Information was provided to parents regarding resources and agencies that provide wellness support.	We continue to provide information to parents regarding resources and agencies that provide wellness support.	Parents will be provided services throughout the year through outside agencies and the Scholar Support Team.	Baseline and year 2 are in alignment.
M4.4	Attendance Records Scholar Information System	Attendance records are monitored periodically throughout the school year.	Attendance records were monitored every month, and scholars were rewarded for good attendance.	We keep monitoring attendance records every month, and rewarding scholars every two months for good attendance.	Attendance records will be monitored periodically throughout the school year.	Every 2 Months Attendance incentives are provided to scholars for good attendance.

M4.5	Chronic Absenteeism Rate, Attendance Reports, Scholar Information System	The Attendance clerk contacts parents after monitoring attendance and identifying patterns of absences and reports to the admin to avoid scholars becoming chronically absent. In respect to our Scholars with Disabilities, the same protocol is used in addition to the administration and attendance clerk consulting with the scholar's case carrier/manager.	Attendance monitoring, Contract meetings, and collaboration with the SPED case carrier were carried out throughout the year.	We continue to monitor attendance records, conduct Contract meetings with parents, and collaborate with the SPED case carrier and teachers throughout the year.	Attendance letters and meetings with parents will be held for scholars with chronic absenteeism to identify strategies and supports to use to increase attendance	Baseline and year 2 are in alignment.

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

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

The chronic absenteeism reduction plan at Desert Trails Preparatory Academy has been aligned with the planned actions focused on improving attendance among scholars with disabilities through targeted interventions, family engagement, and social-emotional supports. Behavior Intervention Plans (BIPs) have been developed and implemented for identified scholars, with a focus on addressing underlying factors such as anxiety, depression, and school refusal. Attendance incentives, including recognition and small rewards, have been consistently used to encourage and reinforce positive attendance patterns. Collaboration with families has been a central component of implementation, with ongoing communication, problem-solving support, and coordination with school social workers to address barriers such as transportation, health concerns, and other attendance-related challenges. Social-emotional and mental health supports, including counseling, check-ins, and family engagement efforts, have been provided to strengthen school connectedness and support scholar well-being. Professional development for staff has been implemented to support de-escalation strategies, and restorative approaches, contributing to increased staff capacity to support

chronically absent scholars. Attendance data has been regularly reviewed to identify trends, monitor progress, and guide targeted interventions. While implementation has generally followed planned actions, a key challenge has been maintaining consistent family engagement.

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.

Within Goal 4, one action reflected a material variance of more than 10% between budgeted and estimated actual expenditures. Action 4- the budgeted expenditures exceeded the estimated actual expenditures. Through training, office staff have established a clear process for monitoring attendance within the student information system. The automated workflow has reduced the time needed to complete this task each day, resulting in lower costs.

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

The specific actions implemented to address chronic absenteeism among scholars with disabilities have been effective in making progress toward the goal of improving attendance and school engagement. Behavior Intervention Plans (BIPs) have helped provide individualized supports that address underlying emotional and behavioral barriers, contributing to improved attendance patterns for scholars. Attendance incentives have also supported an increase in motivation and engagement by reinforcing positive attendance behaviors. In addition, collaboration with families and support from social workers has strengthened communication and helped identify and address barriers such as transportation, health concerns, and school refusal. While ongoing attendance data review has allowed for more timely identification of at-risk scholars and targeted interventions.

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.

Following reflection on prior implementation and outcomes, the planned goal, metrics, and target outcomes related to chronic absenteeism among scholars with disabilities will remain unchanged, as they continue to appropriately reflect the school's priorities and scholar needs. However, refinements will be made to strengthen the effectiveness and consistency of implementation. These adjustments include increasing the intensity and frequency of attendance monitoring and early identification systems to ensure quicker intervention for at-risk scholars. The school will also enhance coordination between administration, social work staff, and families to provide more timely and sustained support for scholars experiencing school refusal or significant social-emotional barriers. In addition, Behavior Intervention Plans will be more closely monitored for fidelity and adjusted more rapidly based on attendance data trends.

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
4.1	Counseling, Social Worker, and Scholar Support Services	LEA-wide: Administration, school counselors, and school social workers will provide social-emotional support to scholars (including Unduplicated scholars) with behavioral and social needs by addressing barriers that limit scholars from receiving the full benefit from their educational experience as measured in M4.1.	$97,702 (Included Planned Percentage of Improved Services)	Yes
4.2	Social Emotional Learning	LEA-wide: Administration will provide all staff with professional developments on social emotional learning curriculum and various other forms of social emotional learning for scholars throughout the school year as measured in M4.2.	$2,500	No
4.3	Parent Wellness Support	LEA-wide: Through referrals from school administration, parents, teachers, and others the school social worker will respond by providing direct services and by assisting families in accessing appropriate community resources to support parent and scholar needs as measured in M4.3.	$26,826	No
4.4	Attendance Monitoring	LEA-wide: Office staff will monitor attendance on a weekly basis throughout the school year using the scholar information system, Aeries as measured in M4.4.	$19,306	No
4.5	Chronic Absenteeism (Addressing Dashboard; ATSI)	LEA-wide: Director of School Development or proxy will contact parents to address scholar chronic absenteeism, especially scholars with disabilities, to understand why the scholar is excessively absent. Parents are allotted independent study contracts to negate absences as measured in M4.5.	$18,818	No

Insert or delete rows, as necessary.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,456,444	$164,734

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
29.69%	0%	$0	29.69%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 1.1	At Desert Trails Preparatory Academy, unduplicated student groups including English learners, socioeconomically disadvantaged students, and foster youth require consistent access to high-quality instructional materials to support academic achievement and close learning gaps. Data from stakeholder feedback and previous instructional reviews have identified that these scholars are more likely to be impacted by inequitable distribution of materials or outdated resources. Addressing this need is essential to ensure they can fully engage with grade-level content and meet academic expectations.	This action is designed to directly address the need for equitable access to instructional materials by conducting classroom inventories three times per year. These regular checks allow the school to quickly identify and resolve any gaps in curriculum materials, ensuring that all scholars, especially those in unduplicated groups, are provided with the tools necessary for academic success. Because unduplicated students are integrated throughout all classrooms and grade levels, this action is implemented on a schoolwide basis to ensure system-wide equity and consistency in resource access. A universal approach also supports Desert Trails' commitment to inclusive and high-quality education for all learners.	M 1.1 The effectiveness of this action is measured by Metric M1.1, which tracks the percentage of classrooms that have full and timely access to CCSS-aligned instructional materials. An increase or maintenance of a high percentage (approaching or maintaining 100%) indicates the action is successful in supporting unduplicated student groups and addressing identified access needs.
Goal 1 Action 1.2	Unduplicated students at Desert Trails Preparatory Academy—including English learners, low-income scholars, and foster youth—often require targeted academic interventions due to learning gaps, inconsistent access to early learning opportunities, or social-emotional barriers to learning. Data trends and stakeholder input highlight a need for differentiated instructional support and intervention systems to address these inequities.	This action includes the implementation of MTSS-aligned academic interventions, small group instruction, tutoring, and progress monitoring tools to meet diverse learner needs. By deploying these supports LEA-wide, Desert Trails ensures every classroom has systems in place to identify and assist struggling scholars, particularly unduplicated youth who may be disproportionately affected by academic challenges. Schoolwide implementation ensures timely and equitable support regardless of classroom assignment.	M 1.2 Measures the effectiveness of intervention systems through student progress and success indicators, including assessment data and intervention tracking logs.

Goal 1 Action 1.3	Unduplicated students benefit significantly from instruction delivered by fully credentialed, highly qualified educators. Research and stakeholder feedback emphasize that teacher effectiveness is a key factor in closing opportunity and achievement gaps for scholars facing systemic disadvantages	Ensuring all teachers are properly assigned and credentialed improves instructional quality and consistency across the LEA. This action supports unduplicated student success by reducing the likelihood they are placed with underprepared teachers. A schoolwide approach ensures all scholars, regardless of background, are taught by educators who meet state certification standards and have the expertise to differentiate instruction effectively.	M 1.3 Tracks the percentage of appropriately credentialed and assigned teachers throughout the year.
Goal 1 Action 1.4	Unduplicated students often have limited access to enrichment and extracurricular opportunities that support whole-child development and reinforce academic learning through engagement. Parent feedback and scholar surveys show a strong need for programs that promote social-emotional learning, creativity, and motivation.	This action provides access to a wide range of enrichment activities (e.g., music, art, STEM, leadership programs) and academic clubs that promote engagement, well-being, and expanded learning. By offering these opportunities schoolwide, Desert Trails ensures that unduplicated students are fully included and benefit from culturally relevant and motivating activities that support both academic and SEL growth.	M 1.4 Measures access and participation in enrichment offerings, tracked by scholar enrollment and attendance in these programs
Goal 1 Action 1.5	Unduplicated student groups require differentiated instruction and culturally responsive practices to succeed with grade-level standards. Ongoing teacher development is essential to equipping educators with the tools to meet these needs effectively.	This action ensures that all teachers have access to professional learning focused on CCSS alignment, instructional equity, and strategies for meeting diverse learner needs, including those of unduplicated students. Schoolwide training ensures that, regardless of classroom placement, every unduplicated student is taught by teachers equipped with effective, evidence-based strategies.	M 1.5 Tracks teacher participation in PD and application of strategies through feedback, classroom observations, and instructional walkthroughs.

Goal 1 Action 1.6	Unduplicated students are particularly impacted by teacher turnover and inconsistent instructional quality. Supporting new teachers in clearing their credentials builds long-term teaching capacity and instructional effectiveness, directly benefiting these students.	This action supports new teachers in developing reflective teaching practices, implementing effective strategies for unduplicated learners, and remaining in the profession. A schoolwide approach ensures that new teachers across all classrooms are provided structured support and mentorship, improving consistency and equity in instruction for all students.	M 1.6 Measures the percentage of new teachers enrolled in and completing the induction program and retention rates of participating teachers.
Goal 2 Action 2.1	Unduplicated students, especially those from low-income households, often lack access to technology outside of school, creating digital access gaps that can hinder learning, homework completion, and assessment readiness. Ensuring access to functioning Chromebooks is essential for equity in our digital learning.	By ensuring every scholar in grades K–6 has a Chromebook, this action removes digital barriers and supports full participation in standards-aligned instruction, assessments, and intervention programs (e.g., i-Ready, IXL). LEA-wide implementation ensures that all classrooms, regardless of scholar composition, are equally equipped, and unduplicated students are not disproportionately affected by technology shortages.	M 2.1 Tracks Chromebook inventory, scholar-to-device ratios, and the frequency of repairs/upgrades.
Goal 2 Action 2.2	Unduplicated students often require more targeted academic interventions. Without consistent assessment data, instructional staff may miss opportunities to address learning gaps early. A system of regular assessment and data analysis is crucial to identify and respond to these needs	The i-Ready system provides diagnostic and growth monitoring data that help teachers tailor instruction for struggling scholars, including those in unduplicated groups. Schoolwide implementation ensures that no classroom or subgroup is left out of the data-driven instructional loop, promoting equity in academic support and progress monitoring.	M 2.2 i-Ready assessment participation and performance data. M 2.4 Data usage logs, teacher planning notes, and scholar growth metrics based on assessment results

Goal 2 Action 2.3	Unduplicated students benefit when teachers effectively analyze scholar data and integrate technology into instruction. Professional development is needed to ensure teachers are equipped to make instructional adjustments and leverage tools that support differentiated learning.	This action builds staff capacity across all classrooms to use data and instructional technology tools effectively, benefitting unduplicated students through improved instructional planning and support. A schoolwide approach ensures that all scholars, regardless of which teacher they have, are taught by educators with the same high level of training and collaboration practices.	M 2.3 Tracks teacher participation in professional development sessions and collaboration outcomes, including data team minutes and instructional changes.
Goal 3 Action 3.1	Unduplicated student groups—particularly low-income and foster youth—are more likely to be impacted by unsafe, unclean, or poorly maintained facilities due to environmental inequities they may experience outside of school. A clean and safe learning environment contributes to improved attendance, engagement, and overall well-being.	By implementing regular inspections and maintenance protocols schoolwide, this action ensures that all scholars, especially those from vulnerable backgrounds, learn in a space that supports their health, safety, and academic success. LEA-wide implementation guarantees consistency across all learning environments, reducing disparities in facility quality and providing equitable access to a conducive school climate.	M 3.1 Measures the number and results of routine campus inspections, including reports of maintenance issues and their resolution timelines.
Goal 3 Action 3.2	Unduplicated students, especially foster youth and low-income scholars, are statistically at greater risk for suspension or expulsion due to behavior issues often tied to trauma or lack of social-emotional support. Data and stakeholder feedback have highlighted the need for proactive, restorative approaches to discipline that keep these scholars engaged in learning.	This action includes professional development in behavior management, restorative practices, and alternatives to suspension. Implementing these strategies schoolwide ensures all staff members are trained to support scholar behavior consistently, reducing disciplinary disparities and supporting equity. By applying this LEA-wide, the school ensures that unduplicated students benefit from a positive and inclusive campus culture in all settings.	M 3.2 Suspension rates, disaggregated by scholar groups. M 3.3 Expulsion data and implementation records of behavior interventions and support strategies

Goal 4 Action 4.1	Unduplicated student groups—particularly foster youth, English learners, and low-income scholars—often face trauma, emotional stressors, or environmental instability that interfere with school engagement, behavior, and academic achievement. Stakeholder input and schoolwide data on attendance, discipline, and academic progress have identified the need for more robust mental health and behavioral support systems. .	providing schoolwide access to counselors, social workers, and administrative intervention ensures that all scholars, particularly unduplicated students, receive timely support for social-emotional challenges. This action is implemented on an LEA-wide basis to create a campus-wide culture of support and ensure no scholar is excluded from accessing essential mental health services. This equitable, proactive model reduces discipline issues and improves academic outcomes.	M 4.1 Tracks the number of scholars receiving services, types of support provided, scholar self-reports or behavior referrals, and improvements in attendance and academic engagement linked to interventions.
Goal 4 Action 4.2	Unduplicated student groups, including foster youth and low-income scholars, often face stressors related to trauma, instability, and unmet emotional needs. These challenges impact academic success and behavior. Stakeholder feedback and attendance trends highlight a need for increased SEL integration across the school day	Providing SEL training to all staff ensures that all scholars—especially unduplicated students—have consistent access to adults who understand how to support their emotional regulation, resilience, and well-being. The action is implemented schoolwide so that SEL strategies are embedded across classrooms and not limited to a single program or grade, allowing for equitable support.	M 4.2 Tracks staff participation in SEL professional development, implementation of SEL practices in classrooms, and scholar engagement with SEL programs.

Goal 4 Action 4.3	Families of unduplicated students often face barriers to accessing healthcare, housing, mental health, and other essential services. These barriers can negatively impact scholars' attendance, behavior, and academic performance. Supporting family wellness directly contributes to scholar success	This action ensures that all families, especially those of unduplicated scholars, can access critical resources by offering a system of responsive referrals and outreach coordinated by the school social worker. Providing this LEA wide ensures that support is available to anyone in need, preventing stigma and ensuring consistency in family engagement and assistance.	M 4.3 Measures the number of referrals made, types of services accessed, and follow-up outcomes related to family support and scholar stability.
Goal 4 Action 4.4	Unduplicated students are at higher risk of chronic absenteeism due to transportation, health, housing, and caregiving challenges. Early identification of attendance concerns is essential to prevent long-term disengagement.	Weekly attendance checks using Aeries ensure that concerns are flagged quickly and interventions are offered promptly. This LEA-wide system creates a proactive culture of attendance across all grade levels and classrooms, while still allowing for targeted support to unduplicated students flagged through the monitoring process.	M 4.4 Attendance reports from Aeries, showing trends and intervention follow-up by staff.
Goal 4 Action 4.5	Unduplicated students, especially those with disabilities or from low-income households, face systemic barriers that lead to chronic absenteeism. Without direct outreach and flexible options, these scholars risk falling further behind academically and socially.	This action uses a proactive outreach model to engage families, understand challenges, and provide alternate solutions like independent study. By addressing chronic absenteeism schoolwide but prioritizing scholars most affected (e.g., scholars with disabilities and those identified in the Dashboard), the school ensures equitable intervention while maintaining LEA-wide accountability.	M 4.5 Chronic absenteeism data, disaggregated by scholar group, and documentation of independent study usage and parent contacts.

Insert or delete rows, as necessary.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 2 Action 2.4	English Language Learner and LTEL Support (Programs and PD)	The action is designed to address the needs of English Language Learners and Long-Term English Learners (LTELs) by providing teachers with the tools and strategies needed, including SDAIE (Specially Designed Academic Instruction in English) and integrated ELD techniques. Administration will provide continuous professional development and coaching focused on supporting ELs across the language development continuum. Training will emphasize scaffolding academic language, designing Tier 1 instruction to address EL and LTEL needs, and integrating language objectives into all content areas.	M 2.4 At the beginning of the school year, all staff will receive support and training specifically on SDAIE tools and strategies. Staff will continue to receive training on strategies for ELL and LTEL scholars throughout the school year in order to meet the needs of the scholars. Staff will conduct assessment analysis three times yearly after each round of assessments and after the release of state assessment data. EL and LTEL progress monitoring (ELPAC interim) will continue through the year.
Goal 2 Action 2.5	English Language Learner and LTEL Support	Using disaggregated assessment data and school improvement priorities, this action targets support for LTELs by identifying scholar-specific needs, implementing Tier 1 and 2 interventions, and improving instruction through Benchmark ELD and SDAIE practices. Teachers receive professional development on the EL continuum, reclassification criteria, and instructional planning for LTELs. Parent engagement is embedded to ensure families understand the reclassification process and can support language learning at home.	M 2.5 English Learners and LTELs will continue to take the ELPAC interim assessments to practice for their summative assessments. Through practice and teacher support English Learners and LTELs will gain skills and strategies to reclassify and improve performance on formative and summative ELD assessments

Insert or delete rows, as necessary.

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

Goal 2, Action 5 is a limited action supporting the increased or improved needs of English Learner unduplicated pupils. This action encompasses key roles and supports typically fulfilled by an ELD Coordinator; however, these services will be delivered by existing staff with other assigned roles and responsibilities. The LEA estimated the associated salary using a schedule inclusive of health and benefits, then divided that total by the estimated actual LCFF Base Grant in the preliminary budget to determine the planned percentage of improved services.

Goal 4, Action 1 is an additional action supporting the increased or improved needs of unduplicated pupils. This action focuses on providing social-emotional support to unduplicated students with behavioral and social needs, addressing barriers that prevent them from fully benefiting from their educational experience. These supports align with the role of a social worker; however, services will be provided by existing staff also assigned to other roles and responsibilities. Similarly, the LEA estimated the associated salary using a schedule inclusive of health and benefits, then divided that total by the estimated actual LCFF Base Grant in the preliminary budget to determine the planned percentage of improved services.

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.

The school will expend these funds according to the identified areas of need, which supports the goals. The details of these expenditures are itemized in this plan. It includes staff to support counseling, continued professional development, targeted interventions for struggling scholars, and continued access to technology.

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	[Provide ratio here]	1:18
Staff-to-student ratio of certificated staff providing direct services to students	[Provide ratio here]	29:396

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-26	$ 4,828,603	$ 1,594,770	33.028%	0.000%	33.028%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,888,634	$ 393,117	$ -	$ 80,564	$ 3,362,315.21	$ 2,340,734	$ 1,021,582

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	ELA, Math, Science, and History CCSS-Aligned Curriculum	All	No	LEA-wide	N/A	All	On-Going	$ -	$ 152,658	$ 152,658	$ -	$ -	$ -	$ 152,658	0.000%
1	2	Scholar Support Services (Unduplicated Pupils)	Unduplicated Pupils	Yes	LEA-wide	All	All	On-Going	$ 782,079	$ -	$ 782,079	$ -	$ -	$ -	$ 782,079	0.000%
1	2	Scholar Support Services (Continued)	All	No	LEA-wide	N/A	All	On-Going	$ 514,174	$ -	$ 128,872	$ 326,852	$ -	$ 58,450	$ 514,174	0.000%
1	3	Teacher Assignment	All	No	LEA-wide	N/A	All	On-Going	$ 17,222	$ -	$ 17,222	$ -	$ -	$ -	$ 17,222	0.000%
1	4	Enrichment	All	No	LEA-wide	N/A	All	On-Going	$ 47,272	$ 30,951	$ 11,958	$ 66,265	$ -	$ -	$ 78,223	0.000%
1	5	Professional Development	All	No	LEA-wide	N/A	All	On-Going	$ -	$ 17,919	$ -	$ -	$ -	$ 17,919	$ 17,919	0.000%
1	6	Teacher Induction Program	All	No	LEA-wide	N/A	All	On-Going	$ -	$ 2,000	$ -	$ -	$ -	$ 2,000	$ 2,000	0.000%
2	1	Chromebooks	All	No	LEA-wide	N/A	All	On-Going	$ -	$ 66,654	$ 66,654	$ -	$ -	$ -	$ 66,654	0.000%
2	2	School-wide Assessments and Data Analysis (Unduplicated Pupils)	Unduplicated Pupils	Yes	LEA-wide	All	All	On-Going	$ 382,399	$ -	$ 382,399	$ -	$ -	$ -	$ 382,399	0.000%
2	2	School-wide Assessments and Data Analysis (Continued)	All	No	LEA-wide	N/A	All	On-Going	$ 70,385	$ 10,389	$ 80,774	$ -	$ -	$ -	$ 80,774	0.000%
2	3	Professional Development and Collaboration	All	No	LEA-wide	N/A	All	On-Going	$ -	$ 5,564	$ 3,369	$ -	$ -	$ 2,195	$ 5,564	0.000%
2	4	Language Acquisition Programs- PD	English Learners	Yes	Limited	English Learners	All	On-Going	$ 30,000	$ -	$ 30,000	$ -	$ -	$ -	$ 30,000	0.000%
2	5	Language Acquisition Programs for Scholars	English Learners	Yes	Limited	English Learners	All	On-Going	$ 298,940	$ -	$ 298,940	$ -	$ -	$ -	$ 298,940	1.760%
3	1	Maintenance of Facility	All	No	LEA-wide	N/A	All	On-Going	$ 128,669	$ 620,389	$ 749,058	$ -	$ -	$ -	$ 749,058	0.000%
3	2	School Climate and Culture: Suspensions	All	No	LEA-wide	N/A	All	On-Going	$ 5,923	$ -	$ 5,923	$ -	$ -	$ -	$ 5,923	0.000%
4	1	Counseling, Social Worker, and Scholar Support Services (Unduplicated Pupils)	Unduplicated Pupils	Yes	LEA-wide	All	All	On-Going	$ -	$ 101,353	$ 101,353	$ -	$ -	$ -	$ 101,353	0.000%
4	1	Counseling, Social Worker, and Scholar Support Services (Continued)	All	No	LEA-wide	N/A	All	On-Going	$ 17,886	$ 6,205	$ 24,091	$ -	$ -	$ -	$ 24,091	0.000%
4	2	Social Emotional Learning	All	No	LEA-wide	N/A	All	On-Going	$ 2,000	$ -	$ 2,000	$ -	$ -	$ -	$ 2,000	0.000%
4	3	Parent Wellness Support	All	No	LEA-wide	N/A	All	On-Going	$ 13,786	$ -	$ 13,786	$ -	$ -	$ -	$ 13,786	0.000%
4	4	Attendance Monitoring	All	No	LEA-wide	N/A	All	On-Going	$ 15,201	$ 7,500	$ 22,701	$ -	$ -	$ -	$ 22,701	0.000%
4	5	Chronic Absenteeism	All	No	LEA-wide	N/A	All	On-Going	$ 14,800	$ -	$ 14,800	$ -	$ -	$ -	$ 14,800	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,364,480	$ 1,594,770	$ 1,401,063	$ 193,707	1.760%	3.930%	2.17%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	Scholar Support Services (Unduplicated Pupils)	Yes	$ 782,079	$ 716,713.00	0.000%	0.000%
2	2	School-wide Assessments and Data Analysis (Unduplicated Pupils)	Yes	$ 382,399	$ 349,646.00	0.000%	0.000%
2	4	Language Acquisition Programs- PD	Yes	$ 30,000	$ 31,116.00	0.000%	0.000%
2	5	Language Acquisition Programs for Scholars	Yes	$ 298,940	$ 214,884.00	1.760%	1.980%
4	1	Counseling, Social Worker, and Scholar Support Services (Unduplicated Pupils)	Yes	$ 101,353	$ 88,704.00	0.000%	1.950%

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 3,362,315.21	$ 3,286,542.00

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	ELA, Math, Science, and History CCSS-Aligned Curriculum	No	$ 152,658	$ 167,000
1	2	Scholar Support Services (Unduplicated Pupils)	Yes	$ 782,079	$ 716,713
1	2	Scholar Support Services (Continued)	No	$ 514,174	$ 557,711
1	3	Teacher Assignment	No	$ 17,222	$ 17,243
1	4	Enrichment	No	$ 78,223	$ 109,717
1	5	Professional Development	No	$ 17,919	$ 18,000
1	6	Teacher Induction Program	No	$ 2,000	$ 1,850
2	1	Chromebooks	No	$ 66,654	$ 63,525
2	2	School-wide Assessments and Data Analysis (Unduplicated Pupils)	Yes	$ 382,399	$ 349,646
2	2	School-wide Assessments and Data Analysis (Continued)	No	$ 80,774	$ 108,830
2	3	Professional Development and Collaboration	No	$ 5,564	$ 6,015
2	4	Language Acquisition Programs- PD	Yes	$ 30,000	$ 31,116
2	5	Language Acquisition Programs for Scholars	Yes	$ 298,940	$ 214,884
3	1	Maintenance of Facility	No	$ 749,058	$ 753,622
3	2	School Climate and Culture: Suspensions	No	$ 5,923	$ 6,000
4	1	Counseling, Social Worker, and Scholar Support Services (Unduplicated Pupils)	Yes	$ 101,353	$ 88,704
4	1	Counseling, Social Worker, and Scholar Support Services (Continued)	No	$ 24,091	$ 27,610
4	2	Social Emotional Learning	No	$ 2,000	$ 2,029
4	3	Parent Wellness Support	No	$ 13,786	$ 14,540
4	4	Attendance Monitoring	No	$ 22,701	$ 17,947
4	5	Chronic Absenteeism	No	$ 14,800	$ 13,840
				$ -	$ -

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,364,480	$ 1,594,770	$ 1,401,063	$ 193,707	1.760%	3.930%	2.17%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	Scholar Support Services (Unduplicated Pupils)	Yes	$ 782,079	$ 716,713.00	0.000%	0.000%
2	2	School-wide Assessments and Data Analysis (Unduplicated Pupils)	Yes	$ 382,399	$ 349,646.00	0.000%	0.000%
2	4	Language Acquisition Programs- PD	Yes	$ 30,000	$ 31,116.00	0.000%	0.000%
2	5	Language Acquisition Programs for Scholars	Yes	$ 298,940	$ 214,884.00	1.760%	1.980%
4	1	Counseling, Social Worker, and Scholar Support Services (Unduplicated Pupils)	Yes	$ 101,353	$ 88,704.00	0.000%	1.950%

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)
$ 4,298,623	$ 1,364,480	0.000%	31.742%	$ 1,401,063	3.930%	36.523%	$0.00 - No Carryover	0.00% - No Carryover

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	$ 4,905,749	$ 1,456,444	29.689%	0.000%	29.689%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 3,219,942	$ 306,704	$ -	$ 250,370	$ 3,777,015.74	$ 2,375,618	$ 1,401,398

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	ELA, Math, Science, and History CCSS-Aligned Curriculum	All	No	LEA-wide	N/A	All	On-Going	$ -	$ 104,089	$ 104,089	$ -	$ -	$ -	$ 104,089	0.000%
1	2	Scholar Support Services (Unduplicated Pupils)	Unduplicated Pupils	Yes	LEA-wide	All	All	On-Going	$ 796,042	$ -	$ 796,042	$ -	$ -	$ -	$ 796,042	0.000%
1	2	Scholar Support Services (Continued)	All	No	LEA-wide	N/A	All	On-Going	$ 259,611	$ 169,897		$ 190,122	$ -	$ 239,386	$ 429,508	0.000%
1	3	Teacher Assignment	All	No	LEA-wide	N/A	All	On-Going	$ 13,768	$ 925	$ 14,693	$ -	$ -	$ -	$ 14,693	0.000%
1	4	Enrichment	All	No	LEA-wide	N/A	All	On-Going	$ 83,985	$ 4,923	$ 23,830	$ 65,078	$ -	$ -	$ 88,908	0.000%
1	5	Professional Development	All	No	LEA-wide	N/A	All	On-Going	$ -	$ 18,000	$ -	$ 18,000	$ -	$ -	$ 18,000	0.000%
1	6	Teacher Induction Program	All	No	LEA-wide	N/A	All	On-Going	$ -	$ 1,850	$ -	$ 1,850	$ -	$ -	$ 1,850	0.000%
2	1	Chromebooks	All	No	LEA-wide	N/A	All	On-Going	$ 44,851	$ 78,319	$ 106,016	$ 17,154	$ -	$ -	$ 123,170	0.000%
2	2	School-wide Assessments and Data Analysis (Unduplicated Pupils)	Unduplicated Pupils	Yes	LEA-wide	All	All	On-Going	$ 392,495	$ -	$ 392,495	$ -	$ -	$ -	$ 392,495	0.000%
2	2	School-wide Assessments and Data Analysis (Continued)	All	No	LEA-wide	N/A	All	On-Going	$ 116,767	$ 5,400	$ 122,167	$ -	$ -	$ -	$ 122,167	0.000%
2	3	Professional Development and Collaboration	All	No	LEA-wide	N/A	All	On-Going	$ -	$ 6,000	$ -	$ 6,000	$ -	$ -	$ 6,000	0.000%
2	4	Language Acquisition Programs- PD	English Learners	Yes	Limited	English Learners	All	On-Going	$ -	$ 20,000	$ 20,000	$ -	$ -	$ -	$ 20,000	0.000%
2	5	Language Acquisition Programs for Scholars	English Learners	Yes	Limited	English Learners	All	On-Going	$ -	$ 175,419	$ 175,419	$ -	$ -	$ -	$ 175,419	1.730%
3	1	Maintenance of Facility	All	No	LEA-wide	N/A	All	On-Going	$ 525,987	$ 787,536	$ 1,313,523	$ -	$ -	$ -	$ 1,313,523	0.000%
3	2	School Climate and Culture: Suspensions	All	No	LEA-wide	N/A	All	On-Going	$ -	$ 6,000	$ -	$ 6,000	$ -	$ -	$ 6,000	0.000%
4	1	Counseling, Social Worker, and Scholar Support Services (Unduplicated Pupils)	Unduplicated Pupils	Yes	LEA-wide	All	All	On-Going	$ 74,510	$ -	$ 74,510	$ -	$ -	$ -	$ 74,510	1.680%
4	1	Counseling, Social Worker, and Scholar Support Services (Continued)	All	No	LEA-wide	N/A	All	On-Going	$ 23,192	$ -	$ 12,208	$ -	$ -	$ 10,984	$ 23,192	0.000%
4	2	Social Emotional Learning	All	No	LEA-wide	N/A	All	On-Going	$ -	$ 2,500	$ -	$ 2,500	$ -	$ -	$ 2,500	0.000%
4	3	Parent Wellness Support	All	No	LEA-wide	N/A	All	On-Going	$ 26,543	$ 283	$ 26,826	$ -	$ -	$ -	$ 26,826	0.000%
4	4	Attendance Monitoring	All	No	LEA-wide	N/A	All	On-Going	$ 9,926	$ 9,380	$ 19,306	$ -	$ -	$ -	$ 19,306	0.000%
4	5	Chronic Absenteeism	All	No	LEA-wide	N/A	All	On-Going	$ 7,941	$ 10,877	$ 18,818	$ -	$ -	$ -	$ 18,818	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 4,905,749	$ 1,456,444	29.689%	0.000%	29.689%	$ 1,458,466	3.410%	33.140%	**Total:**	$ 1,458,466
								LEA-wide Total:	$ 1,263,047
								Limited Total:	$ 195,419
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	Scholar Support Services (Unduplicated Pu	Yes	LEA-wide	All	All	$ 796,042	0.000%
2	2	School-wide Assessments and Data Analys	Yes	LEA-wide	All	All	$ 392,495	0.000%
2	4	Language Acquisition Programs- PD	Yes	Limited	English Learners	All	$ 20,000	0.000%
2	5	Language Acquisition Programs for Scholar	Yes	Limited	English Learners	All	$ 175,419	1.730%
4	1	Counseling, Social Worker, and Scholar Su	Yes	LEA-wide	All	All	$ 74,510	1.680%

2026-27 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 3,777,015.74	$ -

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	ELA, Math, Science, and History CCSS-Aligned Curriculum	No	$ 104,089	$ -
1	2	Scholar Support Services (Unduplicated Pupils)	Yes	$ 796,042	$ -
1	2	Scholar Support Services (Continued)	No	$ 429,508	$ -
1	3	Teacher Assignment	No	$ 14,693	$ -
1	4	Enrichment	No	$ 88,908	$ -
1	5	Professional Development	No	$ 18,000	$ -
1	6	Teacher Induction Program	No	$ 1,850	$ -
2	1	Chromebooks	No	$ 123,170	$ -
2	2	School-wide Assessments and Data Analysis (Unduplicated Pupils)	Yes	$ 392,495	$ -
2	2	School-wide Assessments and Data Analysis (Continued)	No	$ 122,167	$ -
2	3	Professional Development and Collaboration	No	$ 6,000	$ -
2	4	Language Acquisition Programs- PD	Yes	$ 20,000	$ -
2	5	Language Acquisition Programs for Scholars	Yes	$ 175,419	$ -
3	1	Maintenance of Facility	No	$ 1,313,523	$ -
3	2	School Climate and Culture: Suspensions	No	$ 6,000	$ -
4	1	Counseling, Social Worker, and Scholar Support Services (Unduplicated Pupils)	Yes	$ 74,510	$ -
4	1	Counseling, Social Worker, and Scholar Support Services (Continued)	No	$ 23,192	$ -
4	2	Social Emotional Learning	No	$ 2,500	$ -
4	3	Parent Wellness Support	No	$ 26,826	$ -
4	4	Attendance Monitoring	No	$ 19,306	$ -
4	5	Chronic Absenteeism	No	$ 18,818	$ -
				$ -	$ -

2026-27 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ -	$ 1,458,466	$ -	$ 1,458,466	3.410%	0.000%	-3.41%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	ELA, Math, Science, and History CCSS-Aligned Curriculum	No	$ -	$ -	0.000%	0.000%
1	2	Scholar Support Services (Unduplicated Pupils)	Yes	$ 796,042		0.000%	0.000%
1	2	Scholar Support Services (Continued)	No	$ -	$ -	0.000%	0.000%
1	3	Teacher Assignment	No	$ -	$ -	0.000%	0.000%
1	4	Enrichment	No	$ -	$ -	0.000%	0.000%
1	5	Professional Development	No	$ -	$ -	0.000%	0.000%
1	6	Teacher Induction Program	No	$ -	$ -	0.000%	0.000%
2	1	Chromebooks	No	$ -	$ -	0.000%	0.000%
2	2	School-wide Assessments and Data Analysis (Unduplicated Pupils)	Yes	$ 392,495		0.000%	0.000%
2	2	School-wide Assessments and Data Analysis (Continued)	No	$ -	$ -	0.000%	0.000%
2	3	Professional Development and Collaboration	No	$ -	$ -	0.000%	0.000%
2	4	Language Acquisition Programs- PD	Yes	$ 20,000		0.000%	0.000%
2	5	Language Acquisition Programs for Scholars	Yes	$ 175,419		1.730%	0.000%
3	1	Maintenance of Facility	No	$ -	$ -	0.000%	0.000%
3	2	School Climate and Culture: Suspensions	No	$ -	$ -	0.000%	0.000%
4	1	Counseling, Social Worker, and Scholar Support Services (Unduplicated Pupils)	Yes	$ 74,510		1.680%	0.000%
4	1	Counseling, Social Worker, and Scholar Support Services (Continued)	No	$ -	$ -	0.000%	0.000%
4	2	Social Emotional Learning	No	$ -	$ -	0.000%	0.000%
4	3	Parent Wellness Support	No	$ -	$ -	0.000%	0.000%
4	4	Attendance Monitoring	No	$ -	$ -	0.000%	0.000%
4	5	Chronic Absenteeism	No	$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%

2026-27 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ -	$ -	0.000%	0.000%	$ -	0.000%	0.000%	$ -	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 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of

this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;

    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

- These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

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

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

Purpose

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

understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

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

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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