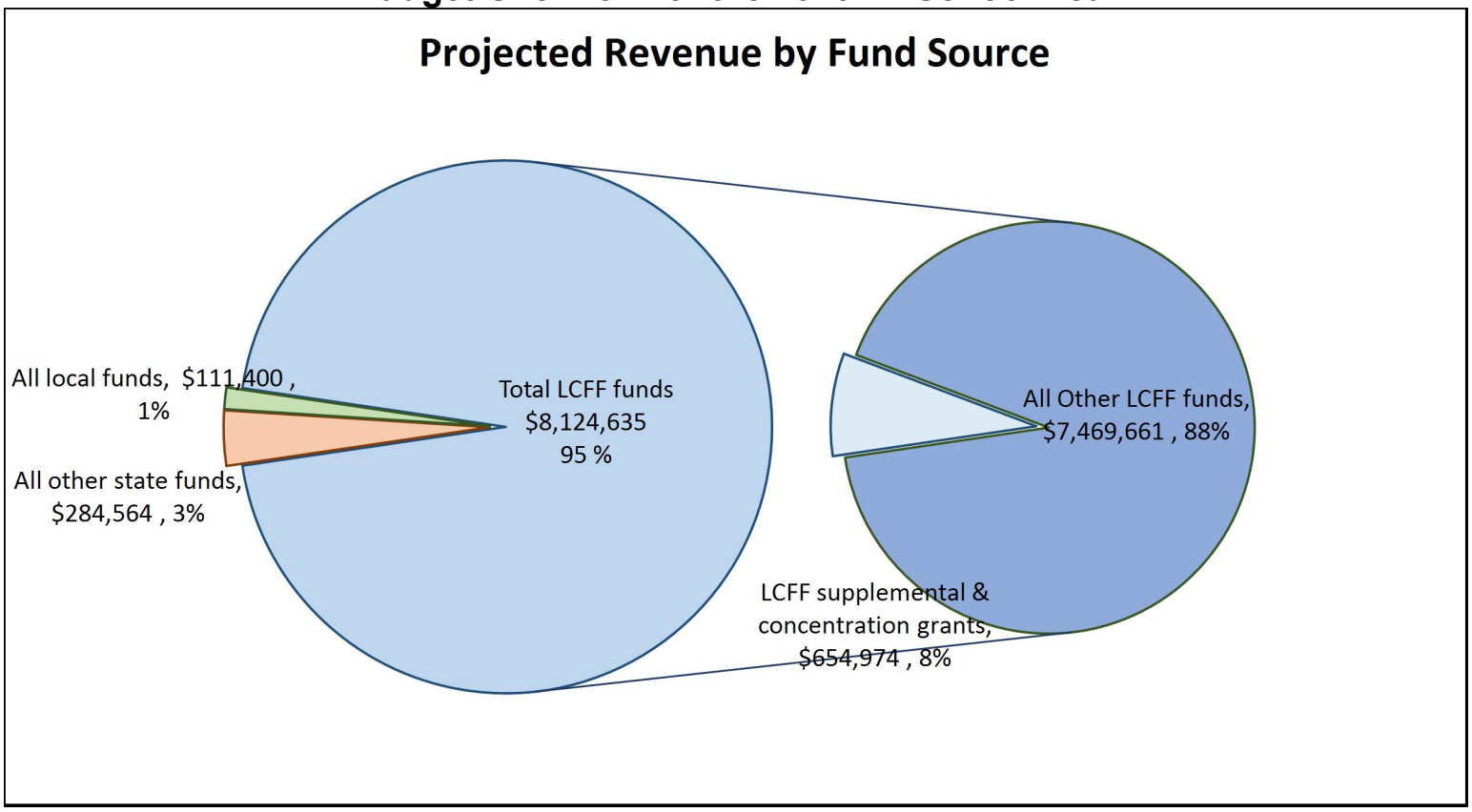
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Hart-Ransom Academic Charter School
CDS Code: 50 71092 6112965
School Year: 2026-27
LEA contact information:
Scott Barlow, Ph.D.
Principal
sbarlow@hartransom.org
(209) 523-0401

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

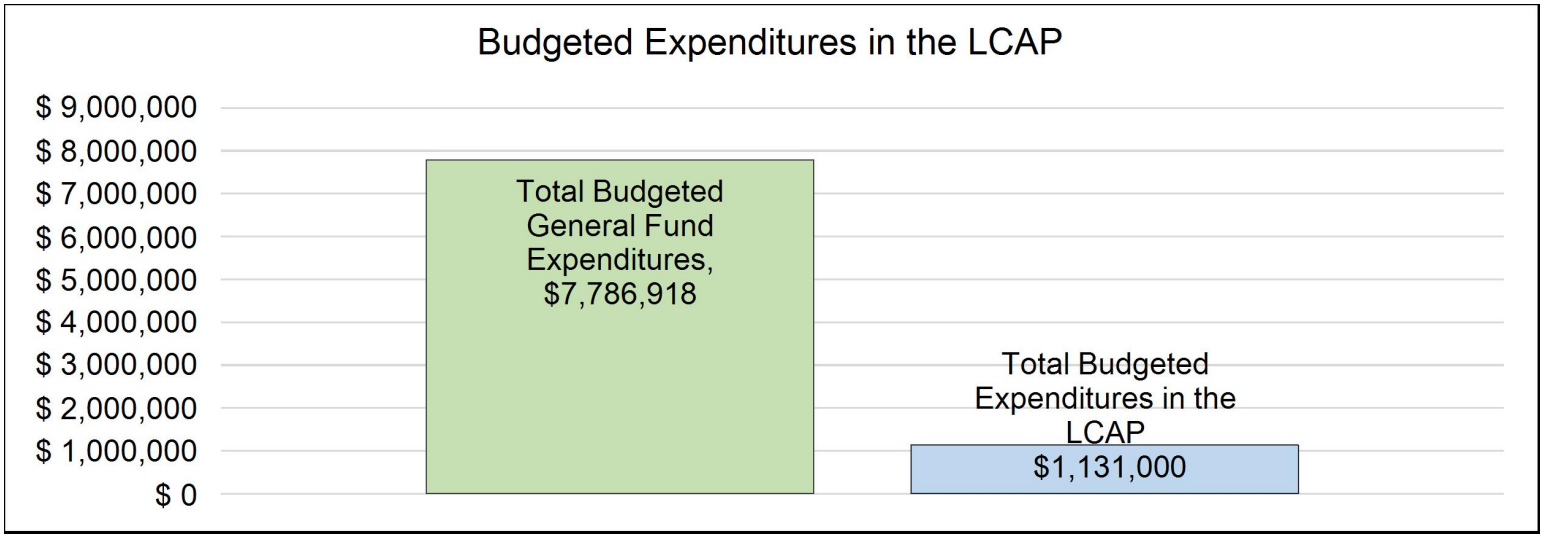


This chart shows the total general purpose revenue Hart-Ransom Academic Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Hart-Ransom Academic Charter School is $8,520,599, of which $8124635 is Local Control Funding Formula (LCFF), $284564 is other state funds, $111400 is local funds, and $0 is federal funds. Of the $8124635 in LCFF Funds, $654974 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Hart-Ransom Academic Charter School 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: Hart-Ransom Academic Charter School plans to spend $7786918 for the 2026-27 school year. Of that amount, $1131000 is tied to actions/services in the LCAP and $6,655,918 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

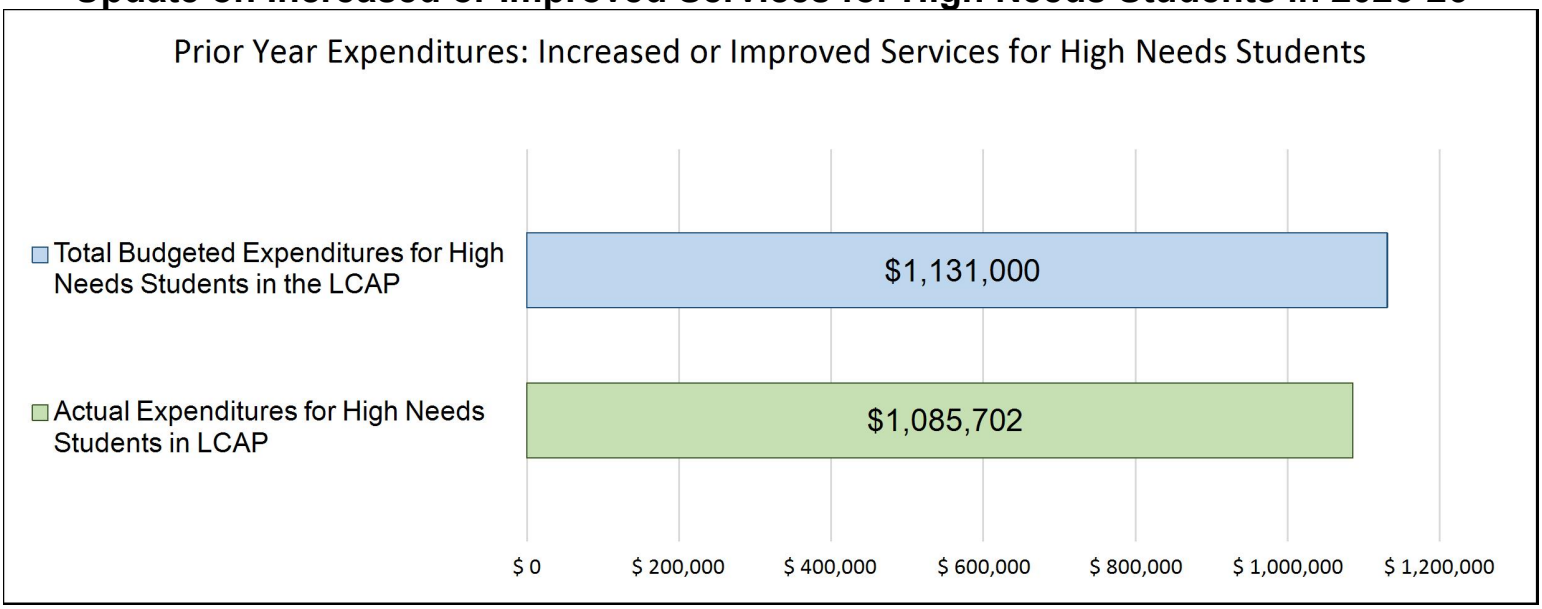
Additional General Fund expenditures include regular and ongoing personnel and operational costs that are not specific to the LCAP goals and actions.

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

In 2026-27, Hart-Ransom Academic Charter School is projecting it will receive $654974 based on the enrollment of Foster Youth, English learner, and low-income students. Hart-Ransom Academic Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Hart-Ransom Academic Charter School plans to spend $1131000 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 Hart-Ransom Academic Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Hart-Ransom Academic Charter School 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, Hart-Ransom Academic Charter School's LCAP budgeted $1131000 for planned actions to increase or improve services for high needs students. Hart-Ransom Academic Charter School actually spent $1085702 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $45,298 had the following impact on Hart-Ransom Academic Charter School’s ability to increase or improve services for high needs students:

The charter school takes a fiscally responsible approach to budgeting and expenditures, and does not spend money unnecessarily. Certain actions did not require the projected level of expense for the 2025-2026 school year to address the LCAP goals. Therefore, the charter school elected to conserve funds where appropriate to ensure that the money will be used in the most effective way possible to serve the needs of the students. Services for high needs students were provided appropriately in the 2025-2026 school year in accordance with the LCAP goals, and conserved funds will be used to continue to provide services for high needs students moving forward.

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
Hart-Ransom Academic Charter School	Scott Barlow, Ph.D. Principal	sbarlow@hartransom.org (209) 523-0401

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.

Hart-Ransom Academic Charter School, currently serving approximately 620 students in grades TK-12, is a strong partner for families choosing homeschool and distance learning options for their children. The high school program has multiple pathways for students, including a dynamic early college pathway where students earn college credit while enrolled in high school. Hart-Ransom Academic Charter School is fully accredited by the Western Association of Schools and Colleges (WASC) for grades TK-12 and has a robust instructional program based on the philosophy that all students can learn and achieve success. Hart-Ransom Academic Charter School was established in 1995 as a dependent charter school in the Hart-Ransom Union School District. Our school primarily serves students from Stanislaus County, but also serve students from some of the surrounding 8 counties. Approximately 75% of our 220 high school students participate in dual enrollment at the local community college, Modesto Junior College, earning credit for both their HS diploma and credit towards an associate's or transfer degree concurrently. Last year, six students completed ten Associates Degrees prior to high school high school graduation (one student completed two Associate of Arts degrees and another completed four Associates of Arts degrees).

The program promotes learning through 21st-Century skills of communication, collaboration, creativity, caring and critical thinking; assisting students to meet and exceed grade-level standards. Hart-Ransom Academic Charter School has aligned its Local Control Accountability Plan (LCAP) to provide for the needs of our students and our parents who serve as home educators in grades TK-8 and online or hybrid learning for grades 6-12. The staff, parents, and students at HRACS continue to be the heart of the school. Students can have differentiated courses and textbooks supported by advisory teachers who provide guidance to the parents as they educate their children. Additional school support includes the school principal, a resource specialist, an academic advisor, as well as district-wide services such as a speech therapist, psychologist, and school nurse.

Parent involvement is paramount at our school. Our parents are their children's teachers, and we advise, support, and train them to perform the important role of educating and preparing their child in academics and character.

Reflections: Annual Performance

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

Based on the CA Dashboard (24-25 data):

ELA: 57.2% of all students met or exceeded the standards (increased 32.2 points from prior year, 9.3 points above standard) Hispanic Socioeconomically disadvantaged subgroup: 62% met or exceeded the standard (increased 23.8 points, 4.3 points above standard). Non-Socioeconomically disadvantaged subgroup: 56.67% met or exceeded the standards (decreased 7.62%). SWD subgroup: <11 students in 24-25.

Math: 36.63% of all students met or exceeded the standards (Increased 31.9 points from prior year). Socioeconomically-disadvantaged Hispanic subgroup: 26% met or exceeded the standard (Increased 5.07%). Non-Socioeconomically-disadvantaged Hispanic subgroup: 30% met or exceeded the standard (Decreased 2.14%). Socioeconomically disadvantaged subgroup: 35.2% met or exceeded the standards (Increased 3.77%). SWD subgroup: <11 students in 24-25.

Science: 62.9% of all students met or exceeded the standards (Increased 6.8 points from prior year). Socioeconomically-disadvantaged subgroup: 62 points met or exceeded the standards (Increased 8.2 points).

In reflecting on the above data and the trends over the past year, we arrived at the following conclusions about our approach in the 26-27 school year:

We appreciate the increasing overall trend in ELA and Math due to meeting the 95% participation among other factors. We still have work to do in this area, especially in Math. I appreciate our two main subgroups, socioeconomically-disadvantaged and Hispanic, out-performed the average for all students.

In Math, this is a priority area, as we have decreased slightly in the past two years and have less than 37% of students meeting the standards. Our Hispanic subgroup did increase 6.57% and our Socioeconomically-disadvantaged subgroup increased 3.77%

We have begun the use of iReady as both a diagnostic tool as well as an remedial instructional resource (named MyPath) for students in grades 2-8 and Algebra for All for students in middle and high school. We will also pilot using iReady and MyPath with the K and 1st grade in the coming year.

With 300 home educators working with our 570 students in 2025-26, there are a significant number of opportunities regarding our student's success in terms of home educator preparation, comfort level and ultimately, effectiveness and impact. This home educator effectiveness is closely correlated to student achievement. We are focusing on both student achievement and equipping of home educators. This will include

both professional development opportunities for all parents and providing instructional resources that have a parent-friendly support component, such as asynchronous videos of math instruction that serve as a resources to both parent and student to watch.

We will continue monthly dialogues between home educators and Advisory Teachers to learn best instructional practices to support the following 8 key elements of our vision statement:

HRCS students will:

1) Demonstrate early (and ongoing) engagement in learning

2) Effectively explain their thinking and consider the thinking of others

3) Have a growth mindset towards productive struggle

4) Think critically and deeply

5) Ask great questions, demonstrate a curiosity in subject matter and increase agency (ownership)

6) Communicate effectively in speaking and writing

7) Collaborate skillfully with others

8) Demonstrate creativity, empathy and good character

The principal and Advisory Teachers will be inviting and encouraging new families (as well as ongoing families) to participate in professional development opportunities to shape a strong initial collaborative partnership and effectiveness by understanding the key themes and instructional strategies that will greatly increase the level of engagement and success. It has been our experience that newly entering parents may often be more open and teachable regarding effective home education, so we want to utilize this opportunity to set a great first experience and culture. This has a central component of the use of children's literature starting in grades TK-3 and engaging students in hands-on learning across content areas. Prop 28 Funds are being used to provide performing arts instruction in grades TK-12, which provides additional ways to engage parents.

Learning Readiness Emergency Block Grant (LREBG) Funds

Hart-Ransom Academic Charter School did not have any schools or student groups that received the lowest performance level (red) on any state indicator.

Our (LREBG) funds will be used over the next two years to support diagnostic assessment, remedial practice online, tutoring resources and professional learning, and are outlined in greater detail in the actions section of the LCAP.

Professional Learning for Teachers, Administrators and Home Educators will include a focus on: Inquiry Mindset and Engagement (which relates to greater parent and student engagement in Inquiry-based learning) which is part of our vision statement above.

iReady is a criterion-referenced diagnostic assessment which will provide valuable information regarding what standards need remediation as well as MyPath computer-based instructional activities that are aligned to the students' diagnostic assessment.

Barton Tutoring provides systematic assessment in ELA and phonemic awareness and fluency, and includes related supplies.

Math Support is an opportunity to model for parents how to approach remedial math work with their children/student. This includes support for the use of iReady's targeted intervention tool, MyPath, which uses assessment data to produce customized learning support activities for each student.

Based on the CA Dashboard (23-24 data):

ELA: 55.40% of all students met or exceeded the standards (increased 2.49% from prior year) Hispanic subgroup: 46.51% met or exceeded the standard (increased 4.29%). Socioeconomically disadvantaged subgroup: 48.58% met or exceeded the standards (decreased 2.35%). SWD subgroup: 53.33% met or exceeded the standard (<11 students in 22-23).

Math: 37.55% of all students met or exceeded the standards (decreased 1.46% from prior year). Hispanic subgroup: 20.93% met or exceeded the standard (decreased 6.34%). Socioeconomically disadvantaged subgroup: 31.43% met or exceeded the standards (decreased 0.64%). SWD subgroup: 33.33% met or exceeded the standard (increased 8.33%).

Science: 51.9% of all students met or exceeded the standards (increased 9.64% from prior year). Socioeconomically disadvantaged subgroup: 55.56% met or exceeded the standards (decreased 0.64%).

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, students, teachers, principal, other personnel (classified and employees), school board, Parent Advisory Group, and the SELPA and Stanislaus COE staff.	Our parents, students and staff (teachers, principal, other personnel) were engaged various ways and information (input) sessions were held through the year. In addition, a majority of parents completed a survey (provided to all parents) with topics regarding what support and resources helps them to be successful as a home educator, and what resources and professional development would assist them in being effective. Specifically, all educational partners are engaged in the following ways: We host parent advisory meetings at the beginning, middle and end of the school year where student performance data is shared, priorities are discussed and parent input is sought. Decisions are made in consultation with our parent stakeholders and staff. Teachers participate in weekly staff meetings throughout the school year and provide input and consultation as we examine student performance data and our Advisory Teachers meet each month with every family they serve to share date, ideas, and support for academic success as well as getting parent input. District administration meet three times monthly to discuss various topics such as student progress, priorities, student data, intervention supports, and instructional priorities, site culture and climate and

Educational Partner(s)	Process for Engagement
	opportunities for parent engagement and building parent capacity as home educators. Students are involved in school leadership, plan engaging activities for high school students, provide input and suggestions for improvement. Data was sought/gathered from all families in February 2026 on desired/needed Professional Development and the best time to host parent professional development and ways to engage them in the school community in meaningful ways, students and parents provided feedback regarding school climate and how students feel at school in terms of feeling safe and connected. Strengths and weakness, feedback on available curriculum and broad course of study were also part of the survey. Parents consistently provided very positive feedback on the support they have been receiving. Parents reported that best times for trainings were: Morning 30% Afternoon 30%. Evenings 40% Overall HRCS Rating from parents and students regarding school climate: I Feel Welcomed at Hart-Ransom: HS Parents: 83% Strongly Agree, 17% Agree HS Students: 65% Strongly Agree, 33% Agree, 2% Disagree TK-8 Parents: 94% Strongly Agree, 4% Agree, 2% Disagree My Child Feels Comfortable at Hart-Ransom: HS Parents: 84% Strongly Agree, 16% Agree TK-8 Parents: 96% Strongly Agree, 4% Agree There are Adults at School that I Trust:

Educational Partner(s)	Process for Engagement
	TK-8 Students: 64% Strongly Agree, 34% Agree, 2% Disagree HS Students: 53% Strongly Agree, 45% Agree, 2% Disagree Parents provided suggestions for seven desired topics for parent education including: Making Math Engaging, Literature Unit Studies, Hands-on Science Activities, (Understanding) Student Learning Styles, Health and Physical Fitness, iReady and MyPath, and Technology Training for Google Docs, Slides, and Drive

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

The requested professional development themes will be placed in a schedule this spring to share with families to attend as desired in the 2026-27 school year. Input on best times will guide our scheduling.

The parents provided feedback regarding field trips, including the impact of cost, time, day or the week and location of field trips, and options for families. This feedback will guide our upcoming scheduling of field trips to families to maximize learning and family engagement.

The parents were also surveyed about what they value most about Hart Ransom as a school program, so staff may stay informed as we plan actions for students as it pertains to students achievement and equipping parents as home educators.

LCAP goals, metrics, actions and expenditures in the LCAP for academic support and building parent capacity of parents (serving as home educators), were a result of educational partner feedback. This includes a specific needs assessment of the topics that would be most meaningful and targeted to address the current needs of students and families.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase student achievement for all students through highly qualified and trained staff, and increased parent equipping as a result of parent professional development, high quality course offerings, and researched-based instructional strategies.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Based on data from the state dashboard:

Our overall math scores have opportunity to improve, with 36.63% of all students at or above the standards. A number of families do not feel confident in teaching math as their child gets into more advanced content. Parents and students may have negative feelings associated with these early math experiences. Hispanic students are notably lower at 27.5% (albeit this was an increase of 6.57%) of those meeting or exceeding the standard from the year prior.

Our overall ELA scores, 57.2% of all students at or above the standards, with Hispanic students scoring 60% meeting or exceeding the standard.

Our scores indicate that we have work to do in equipping our home educators in the important work of teaching Math, ELA and Science.

Parents, students, and teachers have asked for more support. Our long-term goal is to increase overall math scores so that at least 50% of the students will meet or exceed the standard by June 2027. Our overall ELA goal is to increase scores so that at least 60% of the students will meet or exceed the standard by June 2027. It is also our goal to increase the performance of our Hispanic subgroup 5% by June 2027.

We have created a succinct vision document that outlines our plan to support students in these 8 components of our vision and the skills we seek to establish in all students. In addition, the use of iReady diagnostic assessment for all students in grades 2-8 as well as MyPath

(customized, computer-based remedial instruction that is focused on areas where students assessed below standards in the diagnostic testing) will be utilized. The school is currently using a teacher-led assessment for students in grades K-1 which provides helpful diagnostic information, and the iReady and MyPath will be piloted in the coming year to evaluate perceived benefits in addition to the teacher-led assessments.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP Math	2022-23 39% Met or Exceeded Standard SWD = 25% Met or Exceeded Standard SED: 32% Met or Exceeded Standard	2023-24 37.55% Met or Exceeded Standard SWD = 33.3% Met or Exceeded Standard SED: 31.43% Met or Exceeded Standard	2024-25. 36.63% Met or Exceeded Standard SWD = <11 students in sample, no data SED: 35.2% Met or Exceeded Standard	45% Met or Exceeded Standard SWD = 30% Met or Exceeded Standard SED: 37% Met or Exceeded Standard	2024-25 Decreased 2.4% Met or Exceeded Standard SWD <11 students SED: Increased 3.2% Met or Exceeded Standard
1.2	CAASPP ELA	2022-23 53% Met or Exceeded Standard SED: 51% Met or Exceeded Standard	2023-24 55.4% Met or Exceeded Standard SWD = 53.3% Met or Exceeded Standard SED: 48.58% Met or Exceeded Standard	2024-25 57.2% Met or Exceeded Standard SWD = <11 students in sample, no data SED: 59.2% Met or Exceeded Standard	60% Met or Exceeded Standard; 5% increase for HIspanic subgroup SED: 56% Met or Exceeded Standard	All students increased 4.2% SED Increased 8.2%
1.3	CAST	2022-23 42% Met or Exceeded Standard SED = 38% Met or Exceeded Standard	2023-24 51.9% Met or Exceeded Standard SED = 55.56% Met or Exceeded Standard	2024-25 46.46% Met or Exceeded Standard SED = 45.16% Met or Exceeded Standard	50% Met or Exceeded Standard SED = 43% Met or Exceeded Standard	All students increased 4.6% SED Increased 7.2%
1.4	Dashboard A-G Requirements	2023-24 54.8%	2023-24: 63% prepared	2024-25: 84.8% prepared	55% prepared	Increased 30%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Dashboard Graduation Rates	2022-23 93.5% graduated	2023-24: 100% graduated	2024-25: 97% graduated	95%	Increased 3.5%
1.6	SARC - Students have sufficient access to standards-aligned instructional materials	2022-23 100%	2023-24: 100%	2024-25: 100%	100%	Maintained at 100%
1.7	Dashboard ELs making progress toward English proficiency or reclassification	2022-23 ELPI: too few students to report; 6 students RFEP;	2023-24 15 of 16 students RFEP (93.8% reclassification rate; ELPI: too few students to report	ELPI: = 100%	too few students to report; currently 3 ELs in 2024-25. Have been reclassifying most students in the short term as they enter school.	At 100% currently
1.8	Percentage of pupils who are taking early college access courses	2022-23 Students in dual enrollment courses at MJC: 74%	2023-24 Students in dual enrollment courses at MJC: 70%	2024-25:Students in dual enrollment courses at MJC: 75%	80%	Increased 1%
1.9	SARC - Fully credentialed teachers	2022-23 100%	2023-24 100%	2024-25: 100%	100%	Maintained at 100%
1.10	How the programs and services will enable ELs to access the EL development standards	23-24 100% of current ELs (3 students) are assigned to advisory teachers with CLAD and able to support home educators in EL best practices and support EL instruction.	24-25 100% of current ELs (3 students) are assigned to advisory teachers with CLAD and able to support home educators in EL best practices and support EL instruction.	2024-25: <11 students in sample, no data (We have 4 EL students)	100% of current ELs (3 students) are assigned to advisory teachers with CLAD and able to support home educators in EL best practices and support EL instruction.	Maintained at 100%
1.11	Percentage participating in CTE 0% RFEP rate	23-24% participating in CTE 0% (not available in non-classroom based charter).	24-25 % participating in CTE 0% (not available in non-	25-26 % participating in CTE 0% (not available in non-	% passing AP with a score of 3 or higher: 100%	Maintained 0% in non-classroom based charter

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage passing AP with a score of 3 or higher:	RFEP rate: 15/16 = 93.8% reclassification rate. % passing AP with a score of 3 or higher: 75%	classroom based charter).	classroom based charter).		

Goal Analysis [2025-26]

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

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

1.1 Fully Implemented. Middle and HIgh Schools students were supported weekly in small group sessions.
1.2 Fully Implemented. Large interactive screens and iPads were implemented for interactive tutoring.
1.3 Partially Implemented, as the staff get more familiar with this MyPath Resource and how it best supports student needs.
1.4 Fully Implemented. Hands on materials and content was provided in interacted monitors and software/curriculum.
1.5 Fully Implemented. Flexpoint offerings were made available to all students, including new enrollees.

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.

We were able to hire a qualified math tutor in January 2025, and we did not utilize our entire math tutor budget for this position. Due to the high percentage of high school students participating in dual enrollment coursework, the number of students participating in high school Flexpoint courses has decreased, thereby reducing our overall budget needs for the Flexpoint courses. We have exceeded our goal for the percentage of students meeting A-G requirements.

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

1.1 Effective. Middle and HIgh Schools students improved their level of engagement is on-campus classes and online college courses as a result of support as demonstrated by overall course grade and completion rate of work by 25%
1.2 Effective. HIgh Schools students improved their level of engagement and demonstrated comprehension of material as demonstrated by overall assessments in Algebra 1 and Geometry by 18%
1.3 Partially-Effective. Middle School and Elementary students participated in iReady assessments and data was used to assign individual remedial work. Students improved math levels by 15%
1.4 Effective. Middle School and Elementary students participated in highly-engaging and hands on science lab work, which reinforced academic language and concepts in science and led to students significantly improving performance in the CAST compared to the state and county performances.

1.5 Effective. HIgh Schools students participated in Flexpoint courses at an increased rate, 946 courses this year versus 804 last year or an increase of 142 courses in the past year.

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.

We have implemented iReady as a diagnostic tool, and My Path (computer-based learning) for targeted learning support.

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	Math Teachers & Additional Advisory Teacher	Two math teachers and a middle school teacher will support middle and high school students. In addition, the math teachers will provide training and support to staff, students, and parents.	$390,000.00	Yes
1.2	Purchase Technology	The purchase of additional technology will support our math program, our language arts program, and our STEAM programs.	$50,000.00	Yes
1.3	Diagnostic Assessments	We will use diagnostic assessments to better understand individual student skill level. We will include additional professional development for iReady and use this with all students as well as MyPath for students needing to receive remedial instruction. LREBG Funds will be used for this goal: $20,000 iReady site license (per year). iReady is a recognized and research-based diagnostic and intervention tool. Student progress on standards as a result of the use of MyPath computer based instruction will be measured throughout the school year to monitor progress.	$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Purchase Science and Math Instructional Materials	To improve student science readiness, instructional science classes and materials will be provided in grades 2, 4 , 5, 7, 8 and hgh school, as well as math materials.	$20,000.00	Yes
1.5	Flexpoint Classes	To provide additional opportunities for families with online learning, including an additional 50 students we will be adding this year.	$300,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Equip parents as home educators for student success (via engagement in professional development and a positive, welcoming school culture.)	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Surveys from our educational partners point to improved support for families and students. As our parents also serve as home educators, there is a direct correlation of their effectiveness as home educators to student academic achievement. Our suspension rate is 0%. We have a safe school culture, but families are asking for increased opportunities for students and parents to engage in the larger school community. We are striving to increase student engagement through vendors, student activities, and family events.

Our focus includes a "Roadmap” (3-year plan) to collectively support LCAP Goals 1 and 2. LCAP goal 1 is focused on student academic achievement, and LCAP Goal 2 is focused equipping home educators for student success by focusing on students' ability to effectively explain their thinking and consider the thinking of others (constructing viable arguments and critiquing the thinking of others).

This key work will involve developing students’ ability to: (1) think, (2) speak, and (3) write their thinking (in this sequence)
This supports 21st Century Learning (aka “The Five C’s”), as many of the jobs our students will hold do not yet exist, but these future jobs will require:

Communicating effectively (in speaking and writing)
Critical thinking
Collaborating
Creativity (i.e. entrepreneurial thinking) and
Caring (recognizing the needs of others and designing solutions)

To support the goal of all students effectively explaining their thinking, we will highlight our six instructional strategies (listed below) and encourage their implementation in a variety of content areas.

1. Establish clear goals within learning progressions

2. Implement tasks that promote reasoning and problem solving, allowing multiple entry points and varied solution strategies

3. Pose purposeful questions - to assess and advance the student's reasoning and sense-making about important ideas and relationships

4. Build fluency with procedures on a foundation of conceptual understanding - students become skillful in using procedures flexibly as they solve contextual problems (also, promote the understanding and use of academic language)

5. Productive Struggle - consistently provide students opportunities and support to engage in productive struggle as they grapple with ideas and relationships

6. Use evidence of student thinking to assess progress toward understanding, and adjust instruction continually to support and extend learning (including meaningful and ongoing formative assessment)

With our newer families that have younger students, we will foster a supportive relationship and share resources for early learners. This will include a program to expose early readers to children's literature and implement hands-on and engaging activities across content areas and literature themes. This is in fulfillment of our goal to increase the engagement of young students and their parents, as well as to develop a love for reading and a love of learning. We also are promoting the use of learning resources found on the website: countplayexplore.org

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Stakeholder surveys - Local data	2023-24 50% of our families completing surveys	2024-25: 55% of families completed surveys	2025-26: 58.5% of families completed surveys	55% survey completion	Increased 8.5%
2.2	Facilities in good shape - SARC	2022-23 zero deficient scores, based on an annual inspection and facilities checklist and self-evaluation.	2024-25: zero deficient scores, based on an annual inspection and facilities checklist and self-evaluation (two	2025-26: zero deficient scores, based on an annual inspection and facilities checklist and self-evaluation	zero deficient scores, based on an annual inspection and facilities checklist and self-evaluation.	Increased from overall score of "good" to "exemplary"

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			prior discrepancies for replacing the small gym floor and cafeteria roof leak were resolved.)			
2.3	Attendance rate - Dashboard	2022-23 100%	2023-24 99.6%	2024-25 99.7%	2025-26 100%	Decreased 0.3%
2.4	Dropout rates (Middle and High School) - Dashboard	2022-23 0%	2023-24 0%	2024-25 0%	2025-26 0%	Maintained at 0%
2.5	Dashboard Suspension rates	2022-23 0%	2023-24 0%	2024-25 0%	2025-26 0%	Maintained at 0%
2.6	Dashboard Expulsion rates	2022-23 0%	2023-24 0%	2024-25 0%	2025-26 0%	Maintained at 0%
2.7	Pupils have access to a broad course of study	2022-23 100% of students had access to a broad course of study. 74% of students participated in dual enrollment; 75% of students participated in using off-campus vendors for enrichment coursework in the community. RSP program addresses IEP goals; Barton reading tutoring working with students and parents needing specific intervention.	2023-24 100% of students had access to a broad course of study. 70% of students participated in dual enrollment; 78% of students participated in using off-campus vendors for enrichment coursework in the community. RSP program addresses IEP goals; Barton reading tutoring working with students and parents needing	2024-25 100% of students had access to a broad course of study. 75% of students participated in dual enrollment; 73.5% of students participated in using off-campus vendors for enrichment coursework in the community. RSP program addresses IEP goals; Barton reading tutoring working with students and parents needing	2025-26 100% of students will have access to a broad course of study.	Maintained at 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			specific intervention.	specific intervention.		
2.8	Unduplicated pupils and special needs students have programs and services that are developed for them	2022-23 100% of students with disabilities had access to the RSP teacher or speech therapist to support IEP goals, as well as collaboration between advisory teacher and special ed specialists for consultation as needed. All unduplicated students had access to field trips and academic classes and electives that are free or low cost.	2023-24 100% of students with disabilities had access to the RSP teacher or speech therapist to support IEP goals, as well as collaboration between advisory teacher and special ed specialists for consultation as needed. All unduplicated students had access to field trips and academic classes and electives that are free or low cost.	2024-25 100% of students with disabilities had access to the RSP teacher or speech therapist to support IEP goals, as well as collaboration between advisory teacher and special ed specialists for consultation as needed. All unduplicated students had access to field trips and academic classes and electives that are free or low cost.	2025-26 100% of students with disabilities will have access to the RSP teacher or speech therapist to support IEP goals, as well as collaboration between advisory teacher and special ed specialists for consultation as needed. All unduplicated students will have access to field trips and academic classes and electives that are free or low cost.	Maintained at 100%
2.9	Chronic Absenteeism - Dashboard	2022-23. 0.6%	2023-24 0.4%	2024-25 0.3%	Less than 1%.	Improved by 0.3%

Goal Analysis [2025-26]

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

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

1.1 Fully Implemented. Middle and HIgh Schools students were supported weekly in small group sessions.
1.2 Fully Implemented. Large interactive screens and iPads were implemented for interactive tutoring.
1.3 Partially Implemented, as the staff get more familiar with this MyPath Resource and how it best supports student needs.
1.4 Fully Implemented. Hands on materials and content was provided in interacted monitors and software/curriculum.
1.5 Fully Implemented. Flexpoint offerings were made available to all students, including new enrollees.

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.

We spent less money on this action as we have been promoting training opportunities for families, but have had a somewhat modest response due to home educators current commitment in teaching their children. We have also not required as much budget as we originally expected as the trainer offered us scholarship funds for the training.

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

2.1 Fully Implemented. We have increase our available vendors for families from 32 to 34 vendors for non-core instructional activities which includes an opportunity for family interaction.
2.2 Partially Implemented. We offered a professional development opportunity to our home educators, for Math-Con, a. Math Conference sponsored at the County Office of Education for teachers. We had 12 parents sign up and attend.
2.3. Partially Implemented. Materials were provided to parents of students in grades 2, 4, and 5 to promote student effectively explaining their thinking and 21st Century Learning (5 C's), hands on science and inquiry based learning.
2.4 Partially Implemented. Teacher training opportunities were provided in teaching methods (guided discovery, guided inquiry and open inquiry) including hands-on science and inquiry-based learning and best practices in home education and charter schools practices.
2.5. Partially Implemented. Barton ELA tutoring provided throughout the year for 12 students and Math Tutoring for 10 students. Recently, the math tutor transferred to a permanent and position at the County Office of Education, and we have interviewed for a replacement.

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.

The implementation of inquiry-based learning has been adjusted from an objective of teaching home educators in order to increase effectiveness to first allowing teachers to become experts in this content and allowing them a year to be able to effectively coach their home educators in 2026-27.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Family Engagement	Provide a variety of vendors for non-core instructional activities which includes an opportunity for family interaction and expand for increased enrollment.	$250,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Parent Equipping Workshops	Teachers or COE Content Specialists will lead training and instruction for parents to support students effectively explaining their thinking and consider the thinking of others.	$10,000.00	Yes
2.3	Materials to support Parent Equipping	Materials to support Parent Equipping will be provided as a way to promote student effectively explaining their thinking and 21st Century Learning (5 C's), hands on science and inquiry based learning.	$10,000.00	Yes
2.4	Professional Development	Teacher training opportunities to expand learning for coaching parents in the continuum of teaching methods (including guided discovery, guided inquiry and open inquiry) hands-on science and inquiry-based learning and best practices in home education and charter schools practices. LREBG Funds used: $10,000 Research supports that inquiry based learning supports increased student engagement, agency, critical thinking and collaboration. Student engagement and student scores on the CAST will be measure to track progress.	$16,000.00	Yes
2.5	Hire Support for Student Success	Student support - Barton reading tutor and math tutor LREBG Funds used: $30,000 Barton Tutoring. $2080 Barton Supplies. $15,000 Math Tutoring Our local assessment of students involved in these structured intervention programs has proved a direct benefit of students in these programs, as well parents benefitting as home educators.	$55,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$654974	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.861%	0.000%	$0.00	9.861%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Math Teachers & Additional Advisory Teacher **Need:** SED students and SWD are scoring lower than their typical peers and warrant additional support through in-person instruction and tutoring in math, science and language arts. **Scope:**	This additional instruction and support provides direct instruction from experienced, highly-qualified and credentialed specialists. The services for Foster Youth, English Learners and Low-Income students are increased or improved in providing in-person instruction and tutoring in math and hands-on materials are provided to their home educators to generalize the activities and concepts covered in class. This service is aligned with the allowable use of addressing pupil learning, increasing the amount of instructional time and services provided,	Student engagement, increase in local and state assessments of SED and SWD subgroups.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide	accelerating progress to close learning gaps, and tutoring in 1:1 and small group learning supports by certificated and classified staff.	
1.2	**Action:** Purchase Technology **Need:** SED students and SWD are scoring lower than their typical peers and warrant additional technology to support through in-person instruction and tutoring in math, science and language arts. **Scope:** Schoolwide	This additional technology will support instruction and support which provides direct instruction from experienced, highly-qualified and credentialed specialists. The services for Foster Youth, English Learners and Low-Income students are increased or improved in the use of large screen displays that allow targeted tutoring and interaction/modeling for these unduplicated students and their families. This service is aligned with the allowable use of addressing pupil learning, increasing the amount of instructional time and services provided, accelerating progress to close learning gaps, and tutoring in 1:1 and small group learning supports by certificated and classified staff.	Student engagement, increase in local and state assessments of SED and SWD subgroups.
1.3	**Action:** Diagnostic Assessments **Need:** SED students and SWD are scoring lower than their typical peers and warrant additional diagnostic assessments to support a better understanding of how students are performing in math, science and language arts. **Scope:** Schoolwide	This additional formative assessment resource will support instruction and support. The services for Foster Youth, English Learners and Low-Income students are increased or improved in that this diagnostic assessment will allow us to use MyPath instructional resources to provide individualized and self-paced instruction for these unduplicated pupils and their families. This service is aligned with the allowable use of addressing pupil learning, increasing the amount of instructional time and services provided, accelerating progress to close learning gaps, and tutoring in 1:1 and small group learning supports by certificated and classified staff.	Student engagement, increase in local and state assessments of SED and SWD subgroups, participation in MyPath commputer-based student instruction weekly.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Purchase Science and Math Instructional Materials **Need:** SED students and SWD are scoring lower than their typical peers and warrant additional in-person instruction in science. **Scope:** Schoolwide	This additional science instruction and support provides direct instruction from experienced, highly-qualified and credentialed specialists. The services for Foster Youth, English Learners and Low-Income students are increased or improved in providing hands-on and engaging activities at school as well as related tutoring and coaching for students and their parents in applying academic vocabulary and scientific terminology to interactive and engaging experiences for both unduplicated pupils and their home educator parents. This includes take-home instructional activities to connect life experience to academic concepts. This service is aligned with the allowable use of addressing pupil learning, increasing the amount of instructional time and services provided, accelerating progress to close learning gaps, and tutoring in 1:1 and small group learning supports by certificated and classified staff.	Student engagement, increase in local and state assessments of SED and SWD subgroups.
1.5	**Action:** Flexpoint Classes **Need:** SED students and SWD are scoring lower than their typical peers and warrant additional online opportunities to support a better understanding of core subjects such as pre-algebra and algebra. **Scope:** Schoolwide	This additional math instruction and support provides direct instruction from experienced, highly-qualified and credentialed specialists. The services for Foster Youth, English Learners and Low-Income students are increased or improved in that we provide support classes that accompany these course to coach and tutor these unduplicated pupils and their families in how to ensure they are able to follow the syllabus, increased rigor, and feedback on the quality and quantity of student work. This included dialogue-based assessments of student learning and retention of key concepts. This service is aligned with the allowable use of addressing pupil learning, increasing the amount of instructional	Student engagement, increase in local and state assessments of SED and SWD subgroups.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		time and services provided, accelerating progress to close learning gaps, and tutoring in 1:1 and small group learning supports by certificated and classified staff.	
2.1	**Action:** Family Engagement **Need:** Unduplicated families will benefit socially and academically to have greater levels of engagement and building capacity for academic understanding and context, experiential learning and a broad course of study. **Scope:** Schoolwide	Half of our students are SED and may limit opportunities for engagement and a greater context and academic understanding and experiences that are equitable to non SED peers and non-disabled peers. The services for Foster Youth, English Learners and Low-Income students are increased or improved in providing increased opportunities for these unduplicated pupils to make connections between academic content and meaningful context in the areas of Visual and Performing Arts (VAPA), physical education, and other non-core electives.	Increased access, engagement and improvement of academic success as measured by state and local assessments.
2.2	**Action:** Parent Equipping Workshops **Need:** SED families and families of SWD will benefit from a greater contextual understanding of the importance of 21st Century Skills, and the importance of inquiry-based learning. This will allow them to be equally competitive in the job market and entering higher education. **Scope:** Schoolwide	Half of our students are in the SED category. We need to ensure all students, including those who are from SED families and SWD have this same opportunity as their peers. The services for Foster Youth, English Learners and Low-Income students are increased or improved in that individualized coaching and tutoring will be provided as needed to these unduplicated students and their families to allow them to develop the same skills as their peers in being effective communicators, collaborators, and critical thinkers.	Increased access, engagement and improvement of academic success as measured by state and local assessments.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.3	**Action:** Materials to support Parent Equipping **Need:** SED families and families of SWD will benefit from a greater contextual understanding of the importance of 21st Century Skills, and the importance of inquiry-based learning. This will allow them to be equally competitive in the job market and entering higher education. Materials will expand their learning and understanding and provide an appropriate context for these new perspectives. **Scope:** Schoolwide	Half of our students are in the SED category. We need to ensure all students, including those who are from SED families and SWD have this same opportunity as their peers. The services for Foster Youth, English Learners and Low-Income students are increased or improved in providing unduplicated pupils and their families to have greater access to materials for hands-on science and inquiry-based learning.	Increased access, engagement and improvement of academic success as measured by state and local assessments.
2.4	**Action:** Professional Development **Need:** SED families and families of SWD will benefit from a greater contextual understanding of the importance of inquiry-based learning. This will allow them to be highly engaged like non SED peers. Materials will expand their learning and understanding and provide an appropriate context for these new perspectives. **Scope:** Schoolwide	Half of our students are in the SED category. We need to ensure all students, including those who are from SED families and SWD have this same opportunity as their peers. The services for Foster Youth, English Learners and Low-Income students are increased or improved in providing first-hand experienced in these hands-on and engaging experiences with inquiry-based learning by visiting environments such as the Modesto Children's Museum and having their learning planned in response to the questions and ponderings they have as a student and develop greater agency in their learning.	Increased access, engagement and improvement of academic success as measured by state and local assessments.
2.5	**Action:** Hire Support for Student Success	Half of our students are in the SED category and may have more who have not disclosed this data in the student information system. We need to	Periodic local assessment of ELA progress; increased access,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: SED families and families of SWD will benefit from a greater amount of repeated practice and instruction from highly-qualified staff who can instruct our home educators on how to support early ELA instruction when their child is struggling, **Scope:** Schoolwide	ensure all students, including those who are from SED families and SWD have this same opportunity as their peers. The services for Foster Youth, English Learners and Low-Income students are increased or improved in providing access to tutors and related materials for unduplicated pupils and their families and teaching these students how to utilize the resources effectively.	engagement and improvement of academic success as measured by state and local assessments.

Limited Actions

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

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

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

Our students are taught by their parents, and we offer some enrichment courses on campus. To address the low-income students and English learners, we will have training opportunities:

- to expand learning for math reasoning skills
- for reading and writing
- for increasing knowledge, improving skills, and updating pedagogy
- to expand learning for language arts critical thinking skills
- to learn best practices to support our families of English learners

In addition, we will use diagnostic assessments to better understand individual students' skill levels.
These training opportunities will be offered to parents and teachers throughout the year.

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.

Additional staff to provide additional instructional support for math, science and language arts will support our high concentration students.

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	0 (no classified staff providing direct services).	N/A
Staff-to-student ratio of certificated staff providing direct services to students	1 to 24.8 students	N/A

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$6642372	654974	9.861%	0.000%	9.861%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,131,000.00	$0.00	$0.00	$0.00	$1,131,000.00	$390,000.00	$741,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Math Teachers & Additional Advisory Teacher	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$390,000.00	$0.00	$390,000.00				$390,000.00	
1	1.2	Purchase Technology	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: HRCS		$0.00	$50,000.00	$50,000.00				$50,000.00	
1	1.3	Diagnostic Assessments	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$0.00	$30,000.00	$30,000.00				$30,000.00	
1	1.4	Purchase Science and Math Instructional Materials	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$0.00	$20,000.00	$20,000.00				$20,000.00	
1	1.5	Flexpoint Classes	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$0.00	$300,000.00	$300,000.00				$300,000.00	
2	2.1	Family Engagement	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Hart-Ransom Academic Charter		$0.00	$250,000.00	$250,000.00				$250,000.00	
2	2.2	Parent Equipping Workshops	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Hart-Ransom Academic Charter		$0.00	$10,000.00	$10,000.00				$10,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Materials to support Parent Equipping	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.4	Professional Development	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$0.00	$16,000.00	$16,000.00				$16,000.00	
2	2.5	Hire Support for Student Success	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$0.00	$55,000.00	$55,000.00				$55,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$6642372	654974	9.861%	0.000%	9.861%	$1,131,000.00	0.000%	17.027 %	**Total:**	$1,131,000.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$1,131,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Math Teachers & Additional Advisory Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$390,000.00	
1	**1.2**	Purchase Technology	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
1	**1.3**	Diagnostic Assessments	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
1	**1.4**	Purchase Science and Math Instructional Materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
1	**1.5**	Flexpoint Classes	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$300,000.00	
2	**2.1**	Family Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$250,000.00	
2	**2.2**	Parent Equipping Workshops	Yes	Schoolwide	English Learners Foster Youth	All Schools	$10,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	**2.3**	Materials to support Parent Equipping	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
2	**2.4**	Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$16,000.00	
2	**2.5**	Hire Support for Student Success	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$55,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,131,000.00	$1,085,702.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Math Teachers & Additional Advisory Teacher	Yes	$390,000.00	383202
1	**1.2**	Purchase Technology	Yes	$50,000.00	44000
1	**1.3**	Diagnostic Assessments	Yes	$30,000.00	28000
1	**1.4**	Purchase Science and Math Instructional Materials	Yes	$20,000.00	20000
1	**1.5**	Flexpoint Classes	Yes	$300,000.00	300000
2	**2.1**	Family Engagement	Yes	$250,000.00	225000
2	**2.2**	Parent Equipping Workshops	Yes	$10,000.00	8500
2	**2.3**	Materials to support Parent Equipping	Yes	$10,000.00	10000
2	**2.4**	Professional Development	Yes	$16,000.00	12000
2	**2.5**	Hire Support for Student Success	Yes	$55,000.00	55000

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	$1,131,000.00	$1,085,702.00	$45,298.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Math Teachers & Additional Advisory Teacher	Yes	$390,000.00	383202		
1	1.2	Purchase Technology	Yes	$50,000.00	44000		
1	1.3	Diagnostic Assessments	Yes	$30,000.00	28000		
1	1.4	Purchase Science and Math Instructional Materials	Yes	$20,000.00	20000		
1	1.5	Flexpoint Classes	Yes	$300,000.00	300000		
2	2.1	Family Engagement	Yes	$250,000.00	225000		
2	2.2	Parent Equipping Workshops	Yes	$10,000.00	8500		
2	2.3	Materials to support Parent Equipping	Yes	$10,000.00	10000		
2	2.4	Professional Development	Yes	$16,000.00	12000		
2	2.5	Hire Support for Student Success	Yes	$55,000.00	55000		

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)
			0.000%	$1,085,702.00	0.000%	0.000%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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