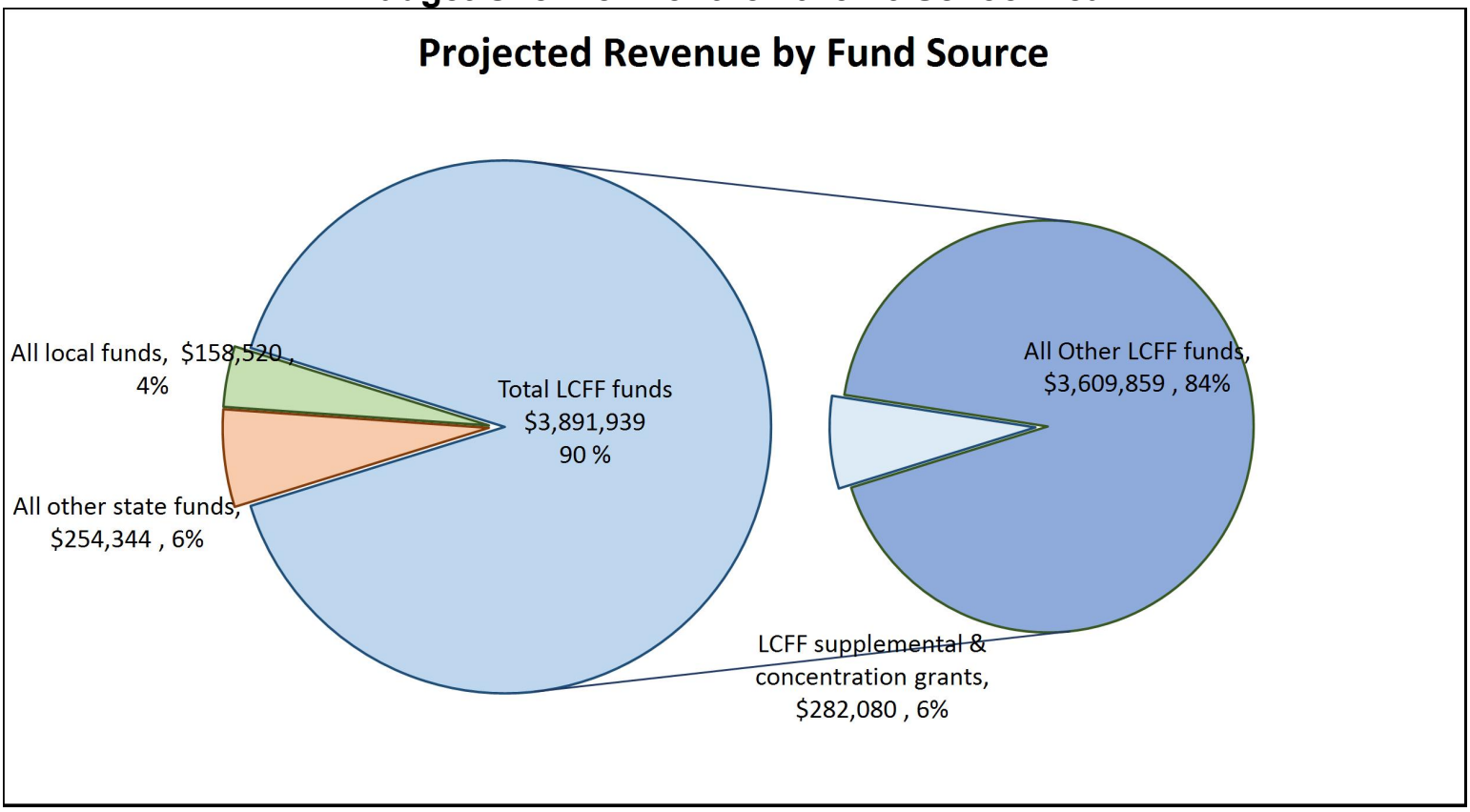
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Keyes to Learning Charter School
CDS Code: 50-71134-6113286
School Year: 2025-26
LEA contact information:
Jill McGinnis
Director
jmcginnis@keyes.k12.ca.us
209-634-6467

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 2025-26 School Year

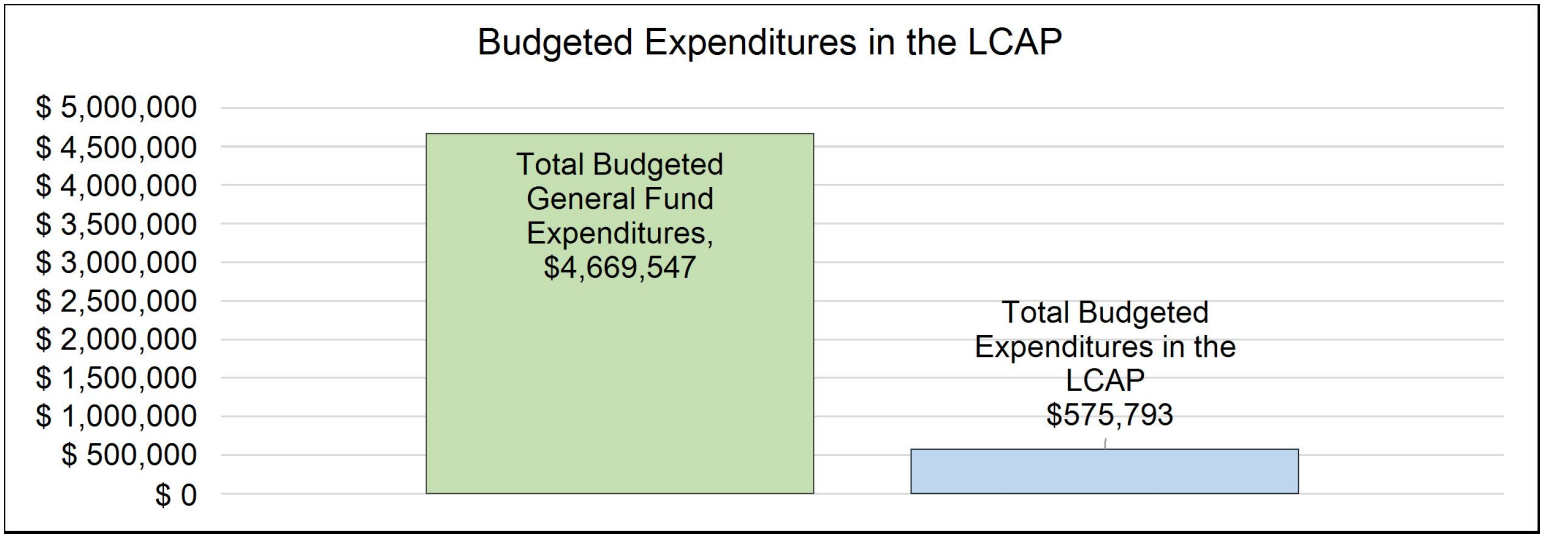


This chart shows the total general purpose revenue Keyes to Learning Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Keyes to Learning Charter School is $4,304,803, of which $3,891,939 is Local Control Funding Formula (LCFF), $254,344 is other state funds, $158,520 is local funds, and $0 is federal funds. Of the $3,891,939 in LCFF Funds, $282,080 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 Keyes to Learning Charter School plans to spend for 2025-26. 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: Keyes to Learning Charter School plans to spend $4,669,547 for the 2025-26 school year. Of that amount, $575,793 is tied to actions/services in the LCAP and $4,093,754 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The General Fund Budget Expenditures not included in the LCAP include: salaries (with benefits) as well as general administration costs, and maintaining or improving fixed assets (buildings and grounds). Other educational programs such as special education as well as district oversight.. The LCAP expenditures focus directly on improving student outcomes and addressing specific goals and actions.

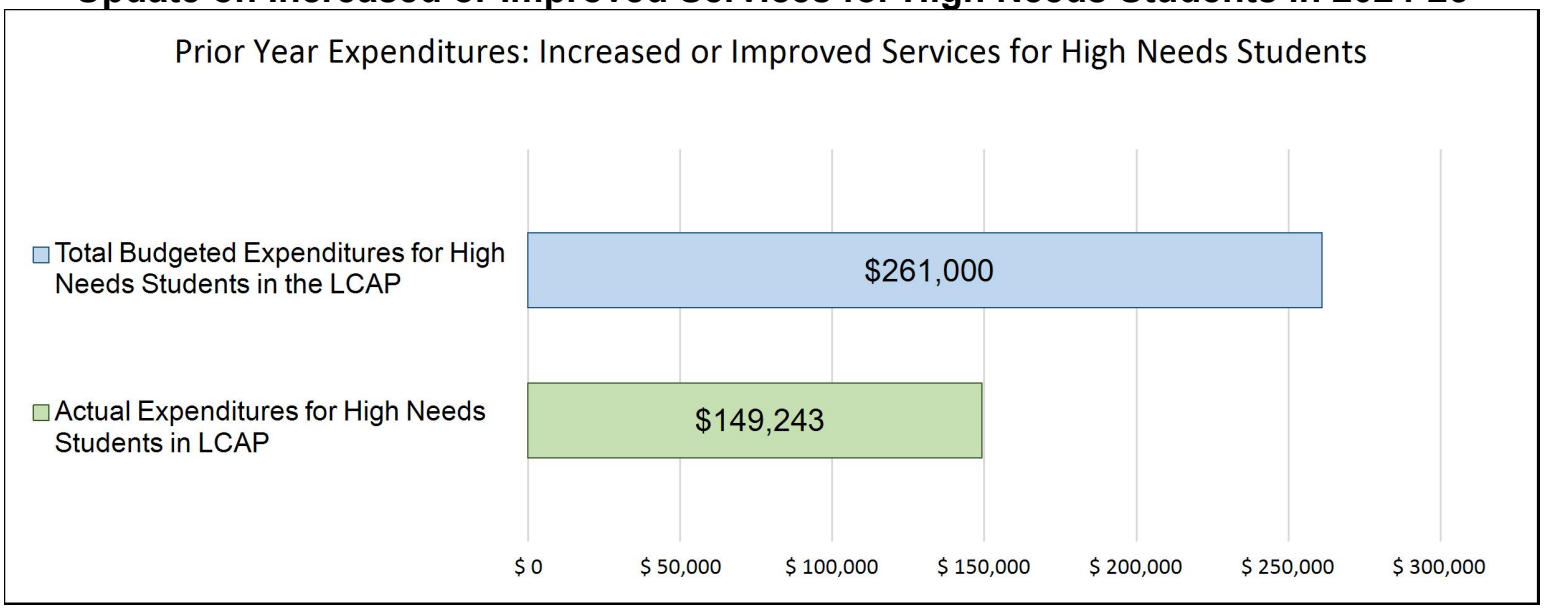
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Keyes to Learning Charter School is projecting it will receive $282,080 based on the enrollment of foster youth, English learner, and low-income students. Keyes to Learning Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Keyes to Learning Charter School plans to spend $149,243 towards meeting this requirement, as described in the LCAP.

KTL will be taking the following actions to continue to improve services for high needs students: targeted academic support with additional tutoring; professional development focused on differentiated instructional strategies and effective ways for engaging high needs students; ensuring all students have access to technology, internet and all educational resources; increasing efforts to engage families and community. KTL will continue to ensure services provided to high needs students are substantially increased and improved, thereby fulfilling the requirements of the LCFF supplemental and concentration grants.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Keyes to Learning 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 Keyes to Learning 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 2024-25, Keyes to Learning Charter School's LCAP budgeted $261,000 for planned actions to increase or improve services for high needs students. Keyes to Learning Charter School actually spent $149,243 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $111,757 had the following impact on Keyes to Learning Charter School's ability to increase or improve services for high needs students:

The difference of budgeted and actual expenditures ultimately impacted student success through programs scaled back or not offered.. KTL is fully committed to addressing this need with the LCAP goals and actions going 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
Keyes to Learning Charter School	Jill McGinnis Director	jmcginnis@keyes.k12.ca.us 209-634-6467

Plan Summary [2025-26]

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.

Keyes to Learning Charter School (KTL) is located in the small farming community of Keyes, California. KTL is the 85th California public charter school. Founded in 1995, KTL is sponsored by the Keyes Union School District (KUSD). At the time KTL was established, KUSD had one K-8 grade school. KUSD now has one K-5 elementary school (481 students), one 6-8 middle school (235 students), a Head Start Program and State Preschool (105 enrolled) and a TK-12 charter school (351 students).
KTL's original vision was to create the best possible environment for individualized learning; modeling educational innovation by integrating the
resources of the community, the expertise of professional educators, and the bonds of the family unit. KTL continues with its vision with an educational program designed to give all students access to opportunities for success in life, work, and citizenship. Personalized learning experiences ensure that students master foundations, develop productive habits, and acquire a capacity for the rigorous work of the real world. Parents are viewed as partners and actively support their children's education. Due to the flexibility of educational programs that KTL provides students and families alternative schedules.
All students have access to high-quality education that meets state standards and prepares students for college and career. KTL students experience a climate for
learning from elementary school through post-secondary school. KTL parents are our partners and their voices and values are critically important and respected. The KTL high school program was developed when parents articulated a need for a secondary school program. These programs continue to thrive because families choose KTL over the many charter and traditional educational programs available in Stanislaus County. KTL is fully accredited through ACS/WASC.
KTL is one charter school divided into three separate academies, housed on two campuses serving an enrollment of approximately 350

students. KTL employs nineteen certificated, six classified staff members, one management and one administrator. KTL believes learning best occurs when families can select an educational program suited for their student. What began as a support program for K-8th grade homeschooling families has
blossomed into a K-12 nonclassroom-based program with parents as true partners in learning.
Today, KTL offers three distinct
programs:
BlendED Academy is a K-12 Independent Home Study program providing each student with an advisor for all subject areas. In this program, the student's parents are the primary teachers, with instructional materials and resources provided for offsite learning. The majority of the students in this program meet with credentialed, independent study teachers at a KTL campus.
CORE Academy is a K-6 program that meets 3.5 days per week with a certificated teacher and 1.5 days of independent home study assignments. Students attend a self-contained, grade-level classroom and are expected to attend every class day. The curriculum taught is structured to follow core standards and the CORE Knowledge® Sequence. Children in this program are taught a coherent, cumulative, content-specific core
curriculum. Students are provided independent work to be completed with their family at home on Fridays, thus keeping parents directly involved in the educational process.
KEY Academy (7-8) program meets 3.5 days per week with certificated teachers, with 1.5 days of independent home study assignments at home. The curriculum taught is structured to follow core standards and the CORE Knowledge® Sequence. Children in this program are taught a coherent,
cumulative, content-specific core curriculum. Students are provided independent work to be completed with their family at home on Fridays, thus keeping parents directly involved in the educational process.
KEY Academy (9-12) teaches a comprehensive liberal arts curriculum, University of California-approved a-g courses, with college and career preparation. This program provides opportunities for students to attend classes and labs two days per week, with detailed assignments at home on their independent home study days. This program combines a college-preparatory curriculum with ample flexibility for real-life experiences and an early college option.

KTL Total Student Enrollment: 351
American Indian or Alaska Native (12) -3.4%
Asian Indian(10) -2.8%
Black or African American(7)-2%
Chinese(1)-0.3%
Filipino(5)-1.4%
Hawaiian (1)- 0.3%
Hispanic or Latino(60)-17.1%
Korean(3)-0.9%
Middle Eastern(1)-0.3%
Other Asian(2)-0.6%
Other Pacific Islander (2) - 0.6%
Unspecified(11)-3.1%
White(236)-67.2%

Reflections: Annual Performance

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

Using the California Dashboard and local data, the following insights emerge:
Analyzing the Smarter Balance ELA data in 2024, all subgroups are below standards or showing a decline from 2023. The white subgroup maintained, SED and Hispanic groups made a significant decline, ELs increased 5.2 points, but still significantly below, and the EO population declined, although still 22 points above standards.
The Smarter Balance Math data in 2024 shows a maintenance level, yet still below standard by 27.4 points. The Hispanic group and the SED both had slight increases, yet, as with the EL and EO populations, are below average.
The local data (as of 5/2025) shows an overall increase in scores. Students increased in ELA by 26%, with a current average of 65% at or above standard. Math scores show an increase of 29%, with an average of 60%. The IXL averages are overall lower than the STAR, with scores averaged for the local data.
Chronic absenteeism (2024) increased by less than 1%, graduation rates (2024) have declined by 17% (72% graduating), and the A-G graduation (2025) rates continue to climb (55%). Suspension rates (2024) maintained at 0%.
Overall, the KTL community has determined the need for additional support for both ELA and Math instruction. Using the MTSS and serving those tier 2 students is of high priority.
The graduation rates have been examined and due to the formula generated by the CDE, all students dropping out or taking the HS equivalency exam count as not graduating. Some students view the High School as an alternative program and thus often attracts students not successful in traditional programs. These students usually find success in KTL's small environment, occasionally students have enrolled in KTL as a last resort and do not finish their education. This could be a factor in the lowering of graduation rates, which KTL takes seriously.

Reflections: Technical Assistance

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

Not applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
School Personnel - including teachers, paraprofessionals, support staff and management	Developing the LCAP required solid input and collaboration with staff to ensure "buy-in" and engagement. In addition to the open door policy, staff met regularly with colleagues, coordinators, and administration to review and implement changes to improve the school. Combining "front-line staff" input with research-backed initiatives is imperative to designing school improvement. Staff were involved in monthly staff meetings held at each site. Dashboard and local data were constantly reviewed and goals and directives were developed and analyzed regularly. Meeting individually for goal setting and reflection proved informative and helped guide the direction we have taken as a school. PLC groups maintained the focus on the initiatives directly derived from the data and focused on theLCAP goals. Playing a daily role in our school culture, our support staff had valuable input in designing and examining goals for our students. Scheduling time set apart to meet as a group, and individually provide direct, relevant suggestions. Their part in the LCAP is evident. Monthly Leadership meetings with coordinators provided a smaller environment to hear ideas and share community comments, concerns, and hopes. The experience and background of coordinators were invaluable in writing our LCAP goals. Teacher goal setting and individual meetings/check-ins put a pulse on the culture of the school and academic learning.

Educational Partner(s)	Process for Engagement
Students	As a school of choice, student and parent involvement is essential for enrollment and direction. Meeting regularly with students is paramount to developing a plan suited for the community. Spending informal time with students daily and at events lends itself to gaining insights into the population, but intentionally meeting to ask direct questions and gain specific information is critical. Meeting with students in Student Leadership groups, such as the High School Student Council, Jr. High Student Council, 5/6 grade Leadership Academy, and Jr High Student Advisory to discuss possible goals, determine priorities, and explain the process of the LCAP provided students with an opportunity to directly influence school goals and actions and ultimately finances. While student leadership is a representative conglomerate, through student exit projects (in grades 6 and 12) and student individual surveys (grades 6-12) all students have voice in the school culture.
Parents, Community and Board	As a Charter School, parent direction is constant and relevant at each step of the way. Community members are invited to monthly KUESD Board Meetings where the LCAP is continually forefront in conversation, and comments are welcome. Mid-year reviews and updates were posted on the website, as well as shared. Coffee Talks with the principal were provided and attended by parents and the community. The LCAP plan, parent overviews, and mid-year reviews were shared, as well as opportunities for giving suggestions and ideas going forward. Parent Surveys sent out at least once per year give voice to stakeholders, and informal conversations frequently provide time to express concerns, reflect on progress, and collaborate on plans. Parent involvement is a direct source for our Charter School decisions and improvements. The active PTA gives an avenue for sharing the LCAP with a broad group of stakeholders. The plans are shared at the smaller PTA executive board meetings monthly as well as at the larger PTA Community Meetings (held four times per year).

Educational Partner(s)	Process for Engagement
English Language Learner Population	As part of our LCAP and analysis, this population must have a voice in designing goals and resources for student success. ELL students were engaged in all student activities, and parents are invited to be a part of the dialogue continually. The ELL group is continually invited and participates in all activities and conversations. Administration and staff work hard to ensure this group is represented. ELPAC data from 2025 shows 17 students classified as Multilingual learners. No ELAC or DELAC is required.

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

The goals written in the LCAP are a direct reflection of community input. Using student activities and all school committees to encourage LCAP discussions and advisement proves to be a strong avenue for stakeholder involvement. Fall carnivals, Student Award and class presentation assemblies, Coffee conversations with the Principal, parent conferences, Literacy Lunch celebrations, Grandparent read-ins, workshops for parents, Field Day, talent shows, fundraisers, and graduation ceremonies are some of the activities that provided an avenue for gaining feedback from educational partners. Our elementary school teachers are available at pick up each day for conversation,s and as a school, parents have a direct line to all staff through the Parent Square App. Staff have been an integral part of pulling the pieces together for the LCAP. All in all, stakeholders have played a vital role in determining goals and needs for student achievement and contributing to the LCAP document.

In reviewing and assimilating the input, the LCAP goals and actions were developed by all community members:
Student Achievement:
Academic Support and targeted instruction (for all students, at a variety of times)
Review and implement research-based curriculum and instructional practices
Additional Professional Development to ensure best practices and build teacher capacity
Increase aptitude in reading - providing resources for tier 2 students.
Ensuring students have access to Broad Course of Study

Student Engagement, Equity, and Wellness:
Workshops for students and parents on current trends and culture
More opportunities for physical activity
Promote electives and clubs for engagement
PBIS - to increase attendance, engagement, and achievement

Mental Health support (Seity Health)

Parent Engagement and support in the educational process:
Parent workshops and Informational meetings
Website user-friendly - Parent communication (as well as School Pathways portal and Parent and Student Square)
Family activities

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Academic Achievement: All students, including English Learners, students with disabilities, Hispanic or Latino, and socioeconomically disadvantaged students, will demonstrate growth by meeting or exceeding proficiency standards in all core areas and English Learners will make growth in English Language and Mathematics Proficiency standards.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal is continued from the previous LCAP and is a constant aim for teachers and staff. Parents have expressed interest in continually giving students ample opportunities to achieve, thus giving advantage for college and career placement.

The California School Dashboard data analysis indicated the need for continued support for ELA, Math, and ELD for all students.
ELA scores for all students went from 25.7 points above standard in 2022 to 18.5 above standard in 2023 and 13.2% above standard in 2024. A consistent decline.
Hispanic students scored 4.6 points below standard in 2023 and declined to 12.2 points below standard in 2024.
White students scored 38 points above standard in 2023 and maintained 29% in 2024.
Socioeconomically disadvantaged scored 3.5 points above standard and increased by 24.3 points in 2023 and then declined 19.4 to 15.9 points below standard in 2024..
The EL students scored 95.4 points below standard, with a 36.1-point decline in 2023 and increased 5.2 points to 90.2 points below standard in 2024.
EO students scored 28.3 points above standard, a 6.6-point decline in 2023 and then had a decrease of 6.2 points in 2024 to put this subgroup 22.1% above standard.
All other subgroups were not identified due to the low number of students represented.

This data shows overall decline in all areas, except the EL student subgroup. The state scores show more emphasis must be placed on all levels of achievement, in all subgroups.

This data shows the need to continue support and is echoed in local Benchmark scores

Math scores for all students went from 11.6 points below standard in 2022 to 24.8 points below standard in 2023, maintained in 2024 to 27.4 points below standard.
Hispanic students declined 6 points and scored 57.2 points below standard in 2023 and have increased 9.8 points to 47.4 points below standard..
White students scored 8.9 points above standard and maintained at .7 points in 2023 and have declined 5.7 points to 14.8 below standard in 2024.
Socioeconomically disadvantaged scored 65.1 points below standard and declined 5.5 points in 2023 and increased 4 points to 61 points below standard.
The EL students scored 113.1 points below standard, with a 12.7-point decline in 2023 and continued to decline in 2024 by 4.3 points to 117.5 below standard.
EO students scored 10.9 points above standard, an 11.2point decline in 2023 and with a 8.6 decline in 2024 are 19.5 points below standard in 2024.
All other subgroups were not identified due to the low number of students represented.

36.8% of EL students are making progress toward EL proficiency(2024). This is a decline of 6.6% from the previous year (2023)

Using the data, the community of stakeholders identified the need for:
Ongoing support for ELA, Math, and ELD for all students.
Continued review of curriculum and instructional materials to best fit struggling students.
Increased aptitude for reading and mindset for math learning.
Increased collaboration and Professional Development for teachers
Assistance for families in understanding the support needed in the home environment.
Extra support for struggling readers - MTSS.
Extra support/practice/time for all students in math - MTSS.
Maintain facilities in good repair.
Maintain highly qualified teachers and support staff.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Maintaining highly qualified teachers and instructional support staff: Teachers and staff are appropriately	100% of teachers and support staff are appropriately assigned and fully credentialed in area taught	100% of teachers and support staff are appropriately assigned and fully		100% of teachers and support staff are appropriately assigned and fully credentialed	There has been no change from the baseline, as 100% of teachers and support staff

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	assigned and fully credentialed in the area taught (Priority 1a) Annual SARC report		credentialed in area taught			remain appropriately assigned and fully credentialed in the area taught.
1.2	Percent of students in grades 3-8 and 11 who meet or exceed standard in ELA *Socioeconomically Disadvantaged (SED) *Students with Disabilities (SWD) *Hispanic/Latino (H/L) *White (WH) *English Learner (EL) Edsource: CAASPP	60.6% of students met or exceeded standards in ELA according to CAASPP data. (2023) SED - 50% SWD - 53% H/L - 46% WH - 73% EL - less than 11 students reported	56.52% of students met or exceeded standards in ELA according to CAASPP data. (2024) SED - 40% SWD - 44% H/L - 43% WH - 71% EL - 9%		70 % of students met or exceeded standards in ELA according to CAASPP data. (2026)	From the 2023 baseline, overall student performance in ELA declined by 4.08 percentage points, with notable decreases among SED students (-10%), SWD (-9%), H/L (-3%), and WH (-2%); and EL subgroup results are reported at 9% meeting or exceeding standards (first time reported)
1.3	Percent of students in grades 3-8 and 11 who meet or exceed standards in Math. *Socioeconomically Disadvantaged (SED) *Students with Disabilities (SWD) *Hispanic/Latino (H/L) *White (WH) *English Learner (EL)	43.3% of students met or exceeded standards in Math according to CAASPP data. (2023) SED - 29% SWD - 40% H/L - 32% WH - 57% EL - less than 11 students reported	39.6% of students met or exceeded standards in Math according to CAASPP data. (2024) SED - 30 % SWD - 31% H/L - 27% WH - 53% EL - 9%		53 % of students met or exceeded standards in Math according to CAASPP data.	From the 2023 baseline, overall student performance in Math declined by 3.7 percentage points, with subgroup changes including a 1% increase for SED students, a 9% decrease for SWD,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Edsource: CAASPP					a 5% decrease for H/L, and a 4% decrease for WH students; EL performance was reported at 9% in 2024, but no baseline comparison is available due to suppressed data.
1.4	Percent of ELs who decreased at least one ELPI level maintained ELPI Levels 1, 2L, 2H, 3L, and 3H. maintained ELPI Level 4 progressed at least one ELPI level on ELPAC California Dashboard	30.4 % decreased at least one ELPI level 26.1% maintained ELPI Levels 1, 2L, 2H, 3L, and 3H. 8.7% maintained ELPI Level 4 34.8 % progressed at least one ELPI level	15 % decreased at least one ELPI level 47% maintained ELPI Levels 1, 2L, 2H, 3L, and 3H. 0% maintained ELPI Level 4 37 % progressed at least one ELPI level ** 4/21 students RFEP in 2024-25		15 % decreased at least one ELPI level 13 % maintained ELPI Levels 1, 2L, 2H, 3L, and 3H. 4 % maintained ELPI Level 4 51 % progressed at least one ELPI level	From the baseline, the percentage of students who decreased at least one ELPI level improved by 15.4 percentage points (from 30.4% to 15%), those who maintained Levels 1–3H increased by 20.9 points (from 26.1% to 47%), while the percentage maintaining Level 4 declined by 8.7 points (from 8.7% to 0%); those who progressed at least one ELPI level increased slightly by 2.2 points (from 34.8% to 37%), with 4 out of 21 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						reclassified (RFEP) in 2024–25.
1.5	Percent of students performing at or above grade level on ELA and Math local assessments	By grade Level STAR Reading 2 - 50% 3 - 38% 4- 46% 5 - 61% 6 - 65% 7 - 47% 8 - 43% ave - 55% IXL Reading 2 - 42% 3 - 65% 4- 35% 5 - 19% 6 - 50% 7 - 33% 8 - 43% ave 41% STAR Math 2 - 77% 3 - 50% 4- 42% 5 - 81% 6 - 81% 7 - n/a 8 - n/a ave 66% IXL Math 2 - 42% 3 - 24%	By grade Level STAR Reading 2 - 69% 3 - 48% 4- 81% 5 - 73% 6 - 92% 7 - 70% 8 - 79% ave - 73% IXL Reading 2 - 54% 3 - 53% 4- 71% 5 - 41% 6 - 82% 7 - 39% 8 - 36% ave 56% STAR Math 2 - 76% 3 - 50% 4- 68% 5 - 60% 6 - 96% 7 - 83% 8 - 73% ave 72% IXL Math 2 - 67% 3 - 50%		65% of students performing at or above grade level in reading and math local assessments	From the baseline, average performance on STAR Reading increased by 18 percentage points (from 55% to 73%), with gains across all grade levels, most notably in Grade 4 (+35%) and Grade 6 (+27%). IXL Reading performance also improved, with the average increasing by 15 percentage points (from 41% to 56%), with the largest growth in Grade 6 (+32%) and Grade 4 (+36%), though performance declined slightly in Grade 3 (-12%) and Grade 8 (-7%). From the baseline, STAR Math average scores increased by 6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		4- 0% 5 - 38% 6 - 38% 7 - n/a 8 - 3% ave 24%	4- 18% 5 - 6% 6 - 53% 7 - 24% 8 - 15% ave 47%			percentage points (from 66% to 72%), with notable gains in Grade 4 (+26%), Grade 6 (+15%), and the addition of data for Grades 7 (83%) and 8 (73%). IXL Math showed a more substantial average improvement of 23 percentage points (from 24% to 47%), with significant growth in Grade 2 (+25%), Grade 3 (+26%), and Grade 6 (+15%), though performance declined in Grade 5 (-32%).
1.6	Inventory of technology devices for students and staff	100% of students and staff have one-to-one devices. All students have assigned Chromebook, staff has laptops, teachers have smart board/ document camera.	100% of students and staff have one-to-one devices. All students have assigned Chromebook, staff has laptops, teachers have smart board/ document camera.		100% of students and staff have one-to-one devices. All students have assigned Chromebook, staff has laptops, teachers have smart board/ document camera.	There has been no change from baseline as 100% of students and staff having one-to-one devices.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Number of students concurrently enrolled in college classes Dual Enrolled	Baseline established in 2024-25	23/78 students taking college classes (29%)		50% of high school students enrolled in college classes	Baseline is established as 23/78 students taking college classes (29%).
1.8	Number of students graduating A-G	Baseline established in 2024-25	46% - (2024.25)		75% of students graduating A-G	Baseline has been established as 46% of students graduation a-g - (2024.25).

Goal Analysis [2024-25]

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.

As a staff, this year has had a focus on more math problem solving and more reading. The K-6 staff started monthly book clubs and continued to reward students for words read, AR points, and math achievement (ST Math). Tier 2 students were given extra targeted, individualized or small group instruction. The 7-8 graders were a part of small groups, and extra support was offered (Mondays and Thursdays after school, and via Zoom on Fridays) to all students and strongly encouraged for those students struggling. Parents were part of the equation, meetings were held, and time was spent to improve and develop individualized skills. The Multilingual learners have been a focus group, and our students have made tremendous growth. 4/21 ELL students were reclassified in 2024, which demonstrates solid language acquisition, which is directly related to student achievement in language arts (speaking and comprehension). The PLC group focused on instructional strategies, primarily reading and ELA. met monthly to analyze data, collaborate and devise schoolwide plans to increase student achievement in reading. The local benchmarks reveal an increase in students at or above grade level, yet the CAASPP showed a decline in all areas.
Adding training to paraprofessionals and support staff was a beneficial addition to increasing capacity and community this year.

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.

Not a significant difference in budgeted and actual expeditures, an increase in a-g courses submitted was anticipated and not completed (will be completed in 2025.26) in which instructors submit course to college board.Our a-g graduate numbers need to improve, therefore more options must be in place. Technology for students were not needed this year, but will be updated next year, as well as updating smartboards (teacher tech). New laptops were purchsed for support staff as needed and all staff should be up to date.Ipad for WASC visit was purchased as well.

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

The focus on reading, at the K-8 level, has proven effective in increasing independent reading as measured by AR word count and reading achievement as measured by local data. Supplemental math programs have been implemented more fully during the 2024.25 school year, and math scores at the local level have increased substantially. Focusing on best practices for ELL and SWD students has increased scores as well. Teachers have implemented more vocabulary and visual strategies, and scores have shown improvement. The academic support for tier 2 and 3 students was designed to provide extra tutoring hours. This was implemented at a smaller amount than anticipated due to staffing. Friday zooms for 6-8 grades to enhance math success were added, math support for HS and various tutoring times outside of school for students were successful. We are looking to increase academic outcomes and will be adding to them.

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.

Adding the number of students reclassified from multilingual learners as a metric shows results of focusing on this subgroup. Additional support was put in place, and continuing this measure will ensure the focus does not fade.

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	Increase student achievement in core subjects	Assure that all students have access to broad course of study by reviewing master schedule and reviewing and purchasing instructional materials in ELA, Math, Science and History Analyze data from local assessments to determine student needs. Update science curriculum grades TK - 8 in line with NCGS. Provide sufficient quantities of instructional materials for all students Promote dual enrollment and A-G classes	$85,213.00	No
1.2	Academic support and targeted intervention	Enhance reading and math Instruction by: Reviewing student data to determine the needs of students, specifically SED and ELL. Purchase online subscriptions and instructional materials (Tier 1) Purchase levelized materials, instructional supplies, and intervention staff to address the needs of all students, including SED and ELL (Tier 2/3)	$21,045.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Continue to purchase materials and supplies to support the team in implementing academic support and target invention (tiered re-engagement). Organizing Professional Development and Staff Collaboration Provide professional development to certificated and classified staff working directly with students. Opportunities to develop best instructional practices to encourage student engagement and teacher capacity as well as staff collaboration and articulation will be offered.		
1.3	Technology Infrastructure and Devices	Evaluate technology needs and make purchases to support students and staff Maintain computer carts and classroom devices Implement a technology replacement plan Maintain contract for IT support.	$57,850.00	Yes
1.4	Maintain safe facilities conducive to learning	Maintaining facility maintenance and upkeep following annual completion of Facility Inspection Tool and implement maintenance plans for needed repairs and upkeep.	$277,867.00	No
1.5	Maintain and Employ Highly Qualified Support Staff	Maintain highly qualified staff to support ELL and SED students.. Provide training in supporting all students, including hispanic, SED, SWD, LTEL, ELL.	$6,827.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Student Engagement and Equity: KTL will build student wellness as measured through engagement by providing students and families equitable access to physical and mental health activities and intentional SEL (Social Emotional Learning) implementation.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal is continued from previous LCAP and an expressed need from staff and community. Counselor input has shown the need for mental health interventions and support. Parents have expressed the need to equip families with tools to strengthen overall mental health.

Class participation and engagement is a concern of teachers and staff who have expressed less connectedness in students with staff, school, and community activities. The Engagement COP analyzed the data collected and felt more time and resources were needed for greater impact.

Meeting with student groups regularly provided input on the need for more physical activity opportunities.

The Vendor funds available to Independent Study students to use outside vendors for physical activity, and arts is underused and readily available..

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Number of students making contact with the counselor including small groups individual check-ins and student success meetings Internal Data Source	No baseline data - to be collected in 2024-2025	77 - HS - Academic Advising (*100%) 51 -JR High Small Groups (100%) 6 - Elementary Students - Check In (3%)		Counselor will be available to 100% of students and families on both campuses during the school day.	Baseline has been established in 2024-25 with 77 - HS - Academic Advising (*100%) 51 -JR High Small Groups (100%) 6 - Elementary Students - Check In (3%) students utilizing counselor services
2.2	Chronic Absenteeism Rate CA Dashboard	.8% Chronically Absent	.6% (2024)		0% Chronically Absent	From the baseline, the chronic absenteeism rate decreased by 0.2 percentage points, improving from 0.8% to 0.6% in Year 1.
2.3	Graduation Rate CA Dashboard	90% Graduation Rate 5% A-G Graduates (2023.24)	72% Graduation Rate 46 % A-G Graduates (2024.25)		100% Graduation Rate 70% A-G graduates	From the baseline, the A-G completion rate increased significantly by 41 percentage points (from 5% to 46%), while the overall graduation rate decreased by 18 percentage points (from 90% to 72%) in Year 1.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Vendor Rates for eligible students using for Physical Activity Internal Data Source	12 of the eligible 118 students used vendor funds 2/12 for Physical Activity in 2023 - 24	18 of the eligible 126 students used vendor funds 12/18 for Physical Activity in (2024.25)		50% of eligible students will use vendor funds (at least 50% of those using will use for Physical Activity)	The number of eligible students using vendor funds increased from 12 of 118 in 2023–24 to 18 of 126 in 2024–25, with those using funds for physical activity rising from 2 to 12, representing a 50 percentage point increase in physical activity usage among vendor fund participants.
2.5	Students mile run, as measured by the PFT (grades 5,7 and 9) SARC and Internal Data Source	Participation - 100% Average for mile run (2023) grade 5 - 12 min / mile grade 7 - 12 min / mile grade 9 - 14 min/ mile	Participation - 100% Average for mile run (2024-25) grade 5 - 13 min / mile grade 7 - 11 min / mile grade 9 - 13 min/ mile		Participation - 100% Average for mile run grade 5 - 11 min / mile grade 7 - 11 min / mile grade 9 - 13 min/ mile	Participation remained at 100% from the 2023 baseline to Year 1 (2024–25), while the average mile run time increased by 1 minute for grade 5 (from 12 to 13 minutes), improved by 1 minute for grade 7 (from 12 to 11 minutes), and improved by 1 minute for grade 9 (from 14 to 13 minutes).
2.6	Number of students (k-12) participating in clubs	No baseline data - to be collected in year one.	K-8 Wed.Stretch - 45		50% of students participating in	Baseline data established in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and electives during and after school hours Internal Data Source		Leadership 5/6 - 40 Jr High Student Council - 14 SMS sports - 20 High School Student Council - 14 NHS - 20 DHS sports - 4 (after school participation - 157 total involved - 45%)		clubs and electives after school hours.	2024.25: after school participation - 157 total involved - 45%)
2.7	School Connectedness and Safety Survey • Percent who agree that the school is safe o % Students o % Staff o % Parents • Percent who agree that they are connected to the school o % Students o % Staff o % Parents Internal Data Source	No baseline data - to be collected in 2024-25	School Connectedness and Safety Survey • Percent who agree that the school is safe (safety and culture) o 85 % Students o 100 % Staff o 84% % Parents • Percent who agree that they are connected to the school		75% of students, staff, and parents feel the school is safe and agree they are connected to the school	Baseline data established in 2024.25 with an average of 90% of students, staff and parents feeling safe and 89% of students, staff and parents feeling connected.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(communication, parent support and family activities) o 80 % Students o 93 % Staff o 93% % Parents Internal Data Source			
2.8	Middle School Drop Out Rates Internal Data Source	0% Middle School Drop Out	0% Middle School Drop Out		0% Middle School Drop Outs Maintained	No changes in baseline with 0% of Middle school students dropping out in year 1.
2.9	Suspension Rate	0% Suspension Rate	.8% Suspension Rate (2024.25)		0% Suspension Rate Maintained	A decrease of .8% in suspension rate for the 2024.25 school year marks the changes from the baseline.

Goal Analysis [2024-25]

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.

Student wellness and engagement was determined a necessary addition to the LCAP and the first year of implementation has been successful. Additional physical activities were offered to K-6 including more physical activity elective time and after school sport activities (limited to first 45 tudents and class was full). At hte 7-12 level, additional walking/ running short period put in place to get students outside between classes for HS. Crossfit was offered 2x per week for HS students (3-5 students participated) throughout the year. Vendor funds were offered to HS students as well. Jr High students participated in Crossfit 2x per week. This was received well by students and teachers.

All felt this was benefitical for student phyical and mental wellbeing. Increaseing counselor hours has been a positive addition as well, the counselor is on campus all hours the students are present. Seity was not utilized this year.

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.

While budgeting, it was intended for more "Wednesday Stretch" time where k-6 students would have the opportunity to participate in extracurricular activities - at least 4 times per year. Scheduling was difficult and it was only offered once during the 2024.25 school year.

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

At the Jr High and High School level, students participated 2x per week. this will continue next school year, proving benefitical to students. The committee comtinues to find ways to increase activity for students. Student attendance continues to be monitored, and more celebrating attendance needs to be put in place for 2025,26 to meet goals.

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 origial target for counselor contact (metric 2.1) was a decrease in number of students accessing counselor on the premise students would be "healthier" and more engaged. This metric did not count the benefits for building a strong school community through relationships with staff. Our counselor will make contact with and run social groups in the future - aiming for 100% student contact.

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	Promote elective, clubs and acitivities to foster interests and build community.	Extend opportunities for all students to be a part of extracurricular activities such as music, intramurals etc.	$9,452.00	Yes
2.2	Build up physical fitness activities to support research on mental health for student success, for all students	Analyze current physical fitness opportunities and requirements and form a committee to identify and address student participation in physical activities. Purchase equipment, utilize vendors and build schedules to ensure activity is a part of the school day.	$13,165.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	Increase Support Services for Students	Continue to utilize counselor services at TK-12 level in small groups, check ins and community building, purchasing materials and supplies to incentivize and enhance services. On site counselor during school hours Materials and supplies to promote SEL and Mental Health Training for staff members to support student SEL. Seity Health Implentation	$59,739.00	Yes
2.4	Promote attendance and engagement in classes and activities through incentives and communication.	Continue to monitor class/program attendance, keep open communication with parents and students and offer incentives as a means of engagement. Promote communication with signage in front of school sites. SIS - to keep attendance Implement incentives and programs to encourage participation and attendance.	$23,351.00	Yes
2.5	SEITY Emotional Health & Wellbeing	This is an online application supporting student and staff wellbeing. Provides a daily check in with staff and students on how they are feeling and doing in terms of social and emotional wellbeing		Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Parent Engagement and Equity: KTL will increase and support parents in actively engaging in their student's education in order to increase student achievement.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

As a school of choice, parent involvement is paramount to student success. Parents are the educational partners. As our school grows, and demographics change, it has become evident by teachers and staff, that pulling families into the school environment is essential to student achievement.

According to teachers, the quality and quantity of school work returned has decreased and parent attendance in extra activities is down. To partner with parents, we need to provide opportunities to learn together.

To build the culture of the school, and increase student academic and social wellness, parents need to feel comfortable and willing to participate. KTL will need to meet parents where they are.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of new parents attending orientations and/or	No baseline data - to be collected in 2024-25.	100% of new families attended		100% of new families engaged	Baseline data established in 2024.25 with 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	meeting with administration		orientation or new family meetings		in orientations and/or meetings. 100% of new unduplicated students participate in orientations and/or new student meetings.	of families attending orientation or new family meetings.
3.2	Number of events offered for families and parent education after school hours	Five events offered in 2022-2023 (Fall Into Books, K-6 Ask the Teacher, Parent Conferences, Check the Facts and Without Permission parent presentations)	5 Events in 2024.25 Fall Into Books, Parent Conferences, Check the Facts for parents and NHS induction and Senior Banquet at the HS level.)		Ten events offered after school hours to build parent community and involvement.	The baseline in 2022–23 included five parent-focused events, and in Year 1 (2024–25), five events were again offered.
3.3	Responses to parent survey on school climate	48 responses to parent survey in 2023	54 responses to parent survey in 2024		100 responses to parent survey in 2023	The baseline in 2023 was 48 parent survey responses, and in Year 1 (2024), responses increased to 54, representing a difference of +6 responses.
3.4	Number of parents signed up to use Parent Square as communication with school staff	99% contactable (of 413 parents) through email, text or app	97% contactable (350 students represented)		100% contactable - through email, text or app	The baseline in 2023 was 99% of 413 parents being contactable through email, text,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						or app, while in Year 1 (2024), 97% of parents representing 350 students were contactable—reflecting a 2 percentage point decrease from the baseline.
3.5	Number of active PTA members	56 members in 2023-24	61 members in 2024-25		100 members enrolled	The baseline in 2023–24 was 56 PTA members, and in Year 1 (2024–25), membership increased to 61, reflecting a growth of 5 members from the baseline.
3.6	Number of parent volunteers - officially signed up	Baseline to be determined in 2024-25	39 officially signed up 2024.25 (11%)		50% of students with parent signed up to volunteer	Baseline data established in 2024.25 with 11% of students represented by parent volunteer

Goal Analysis [2024-25]

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.

Parent and family engagement goals are moving toward the target. More PtA members and parent responses are noted, yet the amount of after school hours activities for family engagement has not increased. As a staff, we recognize the need for more family events. Parent Square has been our primary means of communication with parents and this year, student square was offered as well to High School students. This gave teachers a safe way for communication.

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.

Copies and mailings were more expensive than originally predicted, and the events budget was not utilized during this school year. Will look to more in 2025.26.

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

Implementation of metric 3.1 was successfully met. turnover in school population data would be a outcome to measure. Action 3.2 was not implemented to fidelity. More time for planning and executing must be implemented. The goal of parent volunteers proved to be too broad to measure precisely - classroom volunteers must have application process followed, but those attending Outdoor Ed, or various school events were not recorded formally (other than on the day of the event).

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.

No changes

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Encourage parent/student communication through Parent Square, email and mailings, etc	Parents will be encouraged to download the app to make communication easier. Instructions given in English and Spanish to show how to access in primary language. All students, including English Learners, students with disabilities, Hispanic or Latino, and socioeconomically disadvantaged students, will be encouraged to communicate with teachers and staff regularly. Website maintained as a means of communication.	$20,821.00	No
3.2	Parent Family Participation in school activities and educational programs.	Plan and implement workshops and opportunities for parents, students, and staff to connect with educational settings.. Provide opportunities for building knowledge for parenting students today. School-led and partnerships with organizations and businesses in the community.	$463.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Plan and implement various "nights" to get parents engaged in student education (for example "Math Festival" "Science Night", and "Art Night"), as well as parent conferences and workshops to strengthen the family bond in educational settings. Encourage active participation and volunteering in the school and active membership in PTA for all parents regardless of demographic and ethnicity. Monitor and train volunteers for classroom and school event participation.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$282,080.00	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.449%	1.254%	$46,350.52	8.703%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Academic support and targeted intervention **Need:** Based on student data in CAASPP and local assessments, all student groups need additional support in the areas of ELA and Math, especially Hispanic and SED student groups. 60.6% of students met or exceeded standards in ELA according to CAASPP data. (2023):	To increase student achievement in the areas of ELA, ELD, and Math our action plan will focus on equipping educators with training on best practices to support our EL and SED students who are underperforming.. To ensure consistency in implementation school-wide, collaboration, and utilizing resources, staff will be a part of professional development to build teacher capacity and articulation in the core areas.	1.2 CAASPP Assessment ELA 1.3 CAASPP Assessment Math 1.4 ELPAC scores 1.5 Local Assessment scores

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
	SED - 50%, H/L - 46% - significantly lower than school average. 43.3% of students met or exceeded standards in Math according to CAASPP data. (2023): SED - 29% , H/L - 32% - significantly lower than school average. **Scope:** LEA-wide	The data shows the need to build stamina and aptitude in students for engagement.	
1.3	**Action:** Technology Infrastructure and Devices **Need:** A strong technology infrastructure is essential for ensuring equitable access to all students. All staff must utilize technology for high quality instruction and students are issued individual Chromebook for equitable learning. Based on student data in CAASPP and local assessments, all student groups need additional support in the areas of ELA and Math, especially Hispanic and SED student groups. 60.6% of students met or exceeded standards in ELA according to CAASPP data. (2023): SED - 50%, H/L - 46% - significantly lower than school average. 43.3% of students met or exceeded standards in Math according to CAASPP data. (2023): SED - 29% , H/L - 32% - significantly lower than school average.	The action will provide equity, intervention, and assessment, of EL and SED Student populations to support academic success. A strong technology infrastructure is essential for ensuring equitable access to all students. All staff must utilize technology for high-quality instruction and students are issued individual Chromebooks for equitable learning. Based on student data in CAASPP and local assessments, all student groups need additional support in the areas of ELA and Math, especially Hispanic and SED student groups.	1.2 CAASPP Assessment ELA 1.3 CAASPP Assessment Math 1.5 Local Assessment scores 1.6 Inventory of technology and usage

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.5	**Action:** Maintain and Employ Highly Qualified Support Staff **Need:** The number of unduplicated pupils has increased in the population and based on student data in CAASPP and local assessments, all student groups additional support is needed in the areas of ELA and Math, especially for our Hispanic and SED student groups. 60.6% of students met or exceeded standards in ELA according to CAASPP data. (2023): SED - 50%, H/L - 46% - significantly lower than school average. 43.3% of students met or exceeded standards in Math according to CAASPP data. (2023): SED - 29% , H/L - 32% - significantly lower than school average. **Scope:** LEA-wide	Maintaining and training our staff to better support our ELL and SED students is paramount to raising student achievement. Providing small group and individualized support will give students the tools they need to make progress in core subjects. All students must be supported by highly qualified staff. To address the need for increasing student achievement, staff must be credentialed and trained for effectiveness and equity for all students.	1.1 Maintaining High Qualified Staff 1.2 CAASPP Assessment ELA 1.3 CAASPP Assessment Math 1.4 ELPAC scores 1.5 Local Assessment scores
2.1	**Action:** Promote elective, clubs and acitivities to foster interests and build community. **Need:**	Participation in music, physical activities and extra curricular programs lends itself to academic success. These opportunities are often less attended by SED and ELL students due to high costs and parent work schedules.	1.2 Percent of students in grades 3-8 and 11 who meet or exceed standard in ELA

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
	Based on student data in CAASPP and local assessments, all student groups need additional support, especially Hispanic and SED student groups in all academic areas. The data shows our Hispanic population, ELL students, and SED students could benefit from additional programs to increase learning, language acquisition, and school engagement. 60.6% of students met or exceeded standards in ELA according to CAASPP data. (2023): SED - 50%, H/L - 46% - significantly lower than school average. 43.3% of students met or exceeded standards in Math according to CAASPP data. (2023): SED - 29% , H/L - 32% - significantly lower than school average. **Scope:** LEA-wide	Music and songs facilitate learning in cognitive and intellectual development, literacy and language skills. Extra activities engage student by their interests, and all students benefit from school satisfaction which leads to life satisfaction (according to research).	1.3 Percent of students in grades 3-8 and 11 who meet or exceed standard in Math 2.1 Number of students making contact with the counselor 2.2 Chronic Absenteeism 2.6 Engaging in Clubs and Electives 2.7 School Connectedness 2.8 Middle School Dropout Rate 2.9 Suspension Rates
2.3	**Action:** Increase Support Services for Students **Need:** Based on student data in CAASPP and local assessments, Hispanic and SED student groups in all academic areas need support in place to propel academic achievement. Supports include counseling services, relationship building, and social-emotional strategies. Academic data shows:	Unduplicated students may not have the external resources to address mental health and strategies. To address mental health in students, the school has taken a prominent role. Connectedness in school, relationships with teachers, and peer interactions all play a part in student success. Providing the resource of a counselor on site, daily, one that is familiar with students, gives students another "safety" feature in their educational journey. Adult relationships correlate directly to student academic success, low suspension and discipline rates, low dropout rates, and regular attendance.	1.2 Percent of students in grades 3-8 and 11 who meet or exceed standard in ELA 1.3 Percent of students in grades 3-8 and 11 who meet or exceed standard in Math 2.1 Number of students making contact with the counselor 2.2 Chronic Absenteeism 2.6 Engaging in Clubs and Electives

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
	60.6% of students met or exceeded standards in ELA according to CAASPP data. (2023): SED - 50%, H/L - 46% - significantly lower than school average. 43.3% of students met or exceeded standards in Math according to CAASPP data. (2023): SED - 29% , H/L - 32% - significantly lower than school average. **Scope:** LEA-wide		2.7 School Connectedness 2.8 Middle School Dropout Rate 2.9 Suspension Rates
2.4	**Action:** Promote attendance and engagement in classes and activities through incentives and communication. **Need:** Based on student data in CAASPP and local assessments, all student groups need additional support in the areas of ELA and Math, especially Hispanic and SED student groups. Participation in classes and programs is essential for academic success. 60.6% of students met or exceeded standards in ELA according to CAASPP data. (2023): SED - 50%, H/L - 46% - significantly lower than school average. 43.3% of students met or exceeded standards in Math according to CAASPP data. (2023): SED - 29% , H/L - 32% - significantly lower than school average.	Language barriers and time constraints are evident in ELL and SED families. Continually communicating with parents, and involving them in the educational pathway witll increase student participation and academic success. Schoolwide communication and partnership with families is the basis of the Charter. As a school of choice, keeping families engaged and part of the process through communication and decision making is essential to longevity and productiveness, student academic success depends on it.	1.2 Percent of students in grades 3-8 and 11 who meet or exceed standard in ELA 1.3 Percent of students in grades 3-8 and 11 who meet or exceed standard in Math 2.2 - Chronic Absenteeism 2.8 Middle School Dropout Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.5	**Action:** SEITY Emotional Health & Wellbeing **Need:** **Scope:** LEA-wide		
3.2	**Action:** Parent Family Participation in school activities and educational programs. **Need:** Analyzing the parent survey, polling our parent community, and reflecting on parent attendance in previous parent workshops it is evident there is a need for this in our community. Family engagement with ELL and SPED students is a factor in school success. The data shows the need for increased student academic achievement for the unduplicated students. Unduplicated student achievement is considerably lower on CAASPP and local assessments than the school population as a whole. 60.6% of students met or exceeded standards in ELA according to CAASPP data. (2023):	Family involvement can lead to academic success for all students, and unduplicated students are often less represented in activates held in the school environment.. Workshops and opportunities for parents of school age children benefit all families. Family involvement can lead to academic success.	1.2 Percent of students in grades 3-8 and 11 who meet or exceed standard in ELA 1.3 Percent of students in grades 3-8 and 11 who meet or exceed standard in Mat 3.2 Number of events offered for families and parent education after school hours 3.5 Active PTA members

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
	SED - 50%, H/L - 46% - significantly lower than school average. 43.3% of students met or exceeded standards in Math according to CAASPP data. (2023): SED - 29% , H/L - 32% - significantly lower than school average. **Scope:** LEA-wide		

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.

Additional Concentration Grant Funding

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

Not applicable

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:65	
Staff-to-student ratio of certificated staff providing direct services to students	1:23	

2025-26 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	3,787,009.00	$282,080.00	7.449%	1.254%	8.703%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$483,560.00	$80,983.00	$11,250.00	$0.00	$575,793.00	$194,986.00	$380,807.00

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	Increase student achievement in core subjects	All	No			All Schools	ongoing	$0.00	$85,213.00	$35,629.00	$49,584.00			$85,213.00	
1	1.2	Academic support and targeted intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$21,045.00	$13,750.00	$7,295.00			$21,045.00	
1	1.3	Technology Infrastructure and Devices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$57,850.00	$46,600.00		$11,250.00		$57,850.00	
1	1.4	Maintain safe facilities conducive to learning	All	No			All Schools	ongoing	$135,247.00	$142,620.00	$277,867.00				$277,867.00	
1	1.5	Maintain and Employ Highly Qualified Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$6,827.00	$4,978.00	$1,849.00			$6,827.00	
2	2.1	Promote elective, clubs and acitivities to foster interests and build community.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$9,452.00	$760.00	$8,692.00			$9,452.00	
2	2.2	Build up physical fitness activities to support research on mental health for student success, for all students	All	No			All Schools	ongoing	$0.00	$13,165.00		$13,165.00			$13,165.00	
2	2.3	Increase Support Services for Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$59,739.00	$0.00	$59,739.00				$59,739.00	
2	2.4	Promote attendance and engagement in classes and activities through	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	ongoing	$0.00	$23,351.00	$22,953.00	$398.00			$23,351.00	

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
		incentives and communication.				Low Income										
2	**2.5**	SEITY Emotional Health & Wellbeing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income										3
3	**3.1**	Encourage parent/student communication through Parent Square, email and mailings, etc	All	No			All Schools	ongoing	$0.00	$20,821.00	$20,821.00				$20,821.00	
3	**3.2**	Parent Family Participation in school activities and educational programs.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$463.00	$463.00				$463.00	

2025-26 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
3,787,009.00	$282,080.00	7.449%	1.254%	8.703%	$149,243.00	3.000%	6.941 %	**Total:**	$149,243.00
								LEA-wide Total:	$149,243.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Academic support and targeted intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,750.00	
1	1.3	Technology Infrastructure and Devices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$46,600.00	
1	1.5	Maintain and Employ Highly Qualified Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,978.00	
2	2.1	Promote elective, clubs and acitivities to foster interests and build community.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$760.00	
2	2.3	Increase Support Services for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$59,739.00	
2	2.4	Promote attendance and engagement in classes and activities through incentives and communication.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$22,953.00	

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 (%)
2	**2.5**	SEITY Emotional Health & Wellbeing	Yes	LEA-wide	English Learners Foster Youth Low Income			3
3	**3.2**	Parent Family Participation in school activities and educational programs.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$463.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,099,500.00	$575,793.00

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**	Increase student achievement in core subjects	No	$100,000.00	85,213.00
1	**1.2**	Academic support and targeted intervention	Yes	$50,000.00	21,045.00
1	**1.3**	Technology Infrastructure and Devices	Yes	$110,000.00	57,850.00
1	**1.4**	Maintain safe facilities conducive to learning	No	$400,000.00	277,867.00
1	**1.5**	Maintain and Employ Highly Qualified Support Staff	Yes	$159,000.00	6,827.00
2	**2.1**	Promote elective, clubs and acitivities to foster interests and build community.	Yes	$50,000.00	9,452.00
2	**2.2**	Build up physical fitness activities to support research on mental health for student success, for all students	No	$40,000.00	13,165.00
2	**2.3**	Increase Support Services for Students	Yes	$25,000.00	59,739.00
2	**2.4**	Promote attendance and engagement in classes and activities through incentives and communication.	Yes	$135,000.00	23,351.00
2	**2.5**	SEITY Emotional Health & Wellbeing	Yes		

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)
3	**3.1**	Encourage parent/student communication through Parent Square, email and mailings, etc	No	$10,500.00	20,821.00
3	**3.2**	Parent Family Participation in school activities and educational programs.	Yes	$20,000.00	463.00

2024-25 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)
304,548.00	$261,000.00	$149,243.00	$111,757.00	3.000%	3.000%	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	1.2	Academic support and targeted intervention	Yes	$30,000.00	$13,750.00		
1	1.3	Technology Infrastructure and Devices	Yes	$45,000.00	$46,600.00		
1	1.5	Maintain and Employ Highly Qualified Support Staff	Yes	$126,000.00	$4,978.00		
2	2.1	Promote elective, clubs and acitivities to foster interests and build community.	Yes		$760.00		
2	2.3	Increase Support Services for Students	Yes	$5,000.00	$59,739		
2	2.4	Promote attendance and engagement in classes and activities through incentives and communication.	Yes	$35,000.00	$22,953.00		
2	2.5	SEITY Emotional Health & Wellbeing	Yes			3	3
3	3.2	Parent Family Participation in school activities and educational programs.	Yes	$20,000.00	463.00		

2024-25 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)
3,697,132.00	304,548.00	.053	8.290%	$149,243.00	3.000%	7.037%	$46,350.52	1.254%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024