LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sycamore Valley Academy

CDS Code: 54722560125542

School Year: 2025-26

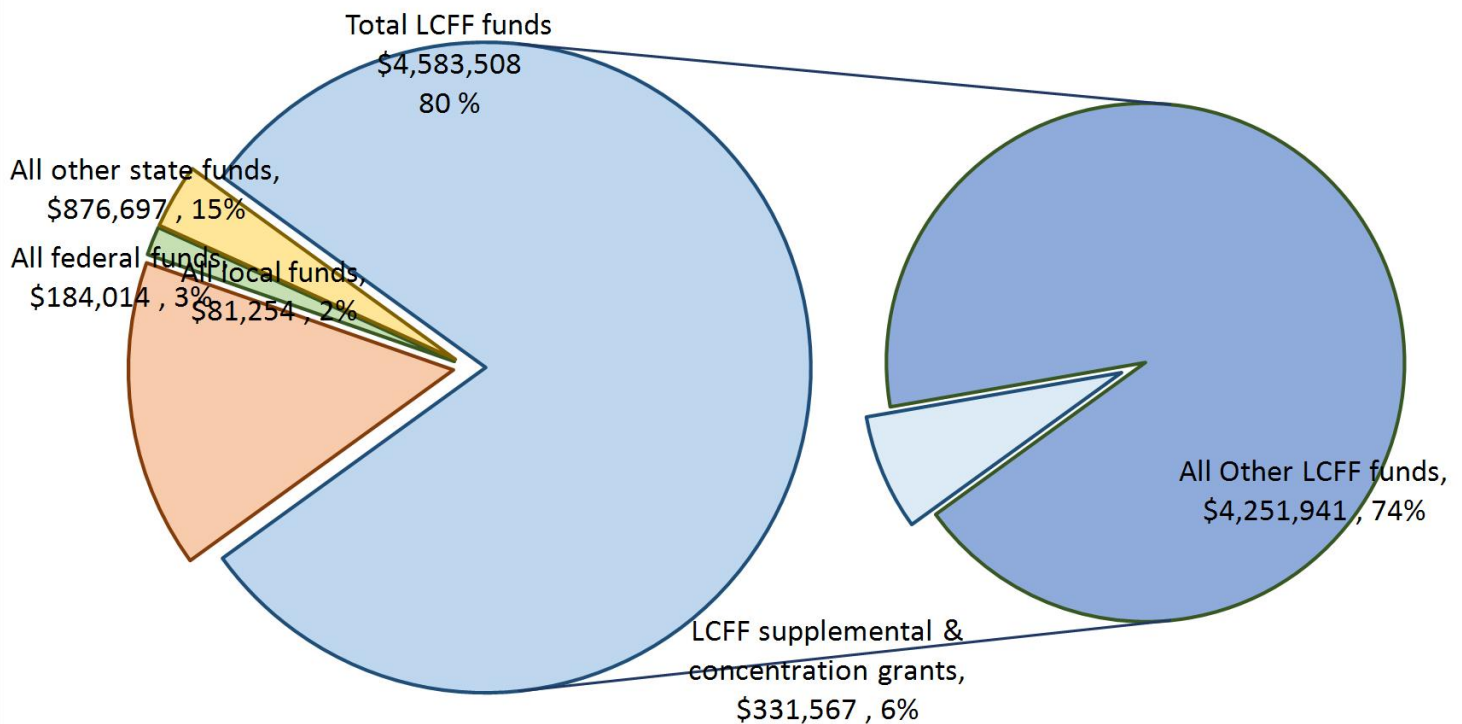LEA contact information:

Donya Ball, Ed.D.

Superintendent

dball@theacademiescharters.org

(559) 622-3236

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

Projected Revenue by Fund Source

Total LCFF funds $4,583,508 80 %

All other state funds, $876,697 , 15%

All federal funds $184,014 , 3%

All local funds, $81,254 , 2%

All Other LCFF funds, $4,251,941 , 74%

LCFF supplemental & concentration grants, $331,567 , 6%

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

The text description for the above chart is as follows: The total revenue projected for Sycamore Valley Academy is $5,820,869, of which $4,583,508 is Local Control Funding Formula (LCFF), $876,697 is other state funds, $81,254 is local funds, and $184,014 is federal funds. Of the $4,583,508 in LCFF Funds, $331,567 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.

Budgeted Expenditures in the LCAP
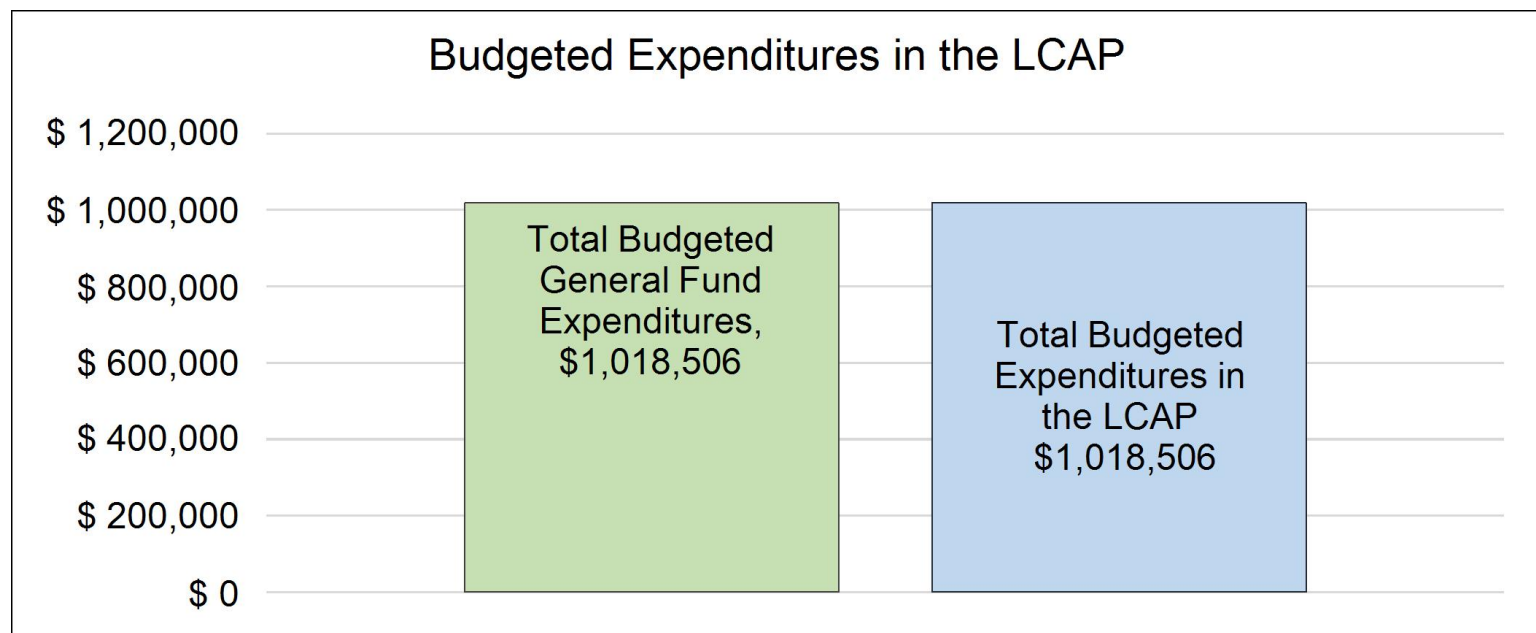
This chart provides a quick summary of how much Sycamore Valley Academy plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Sycamore Valley Academy plans to spend $1,018,506 for the 2025-26 school year. Of that amount, $1,018,506 is tied to actions/services in the LCAP and $3,565,002 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
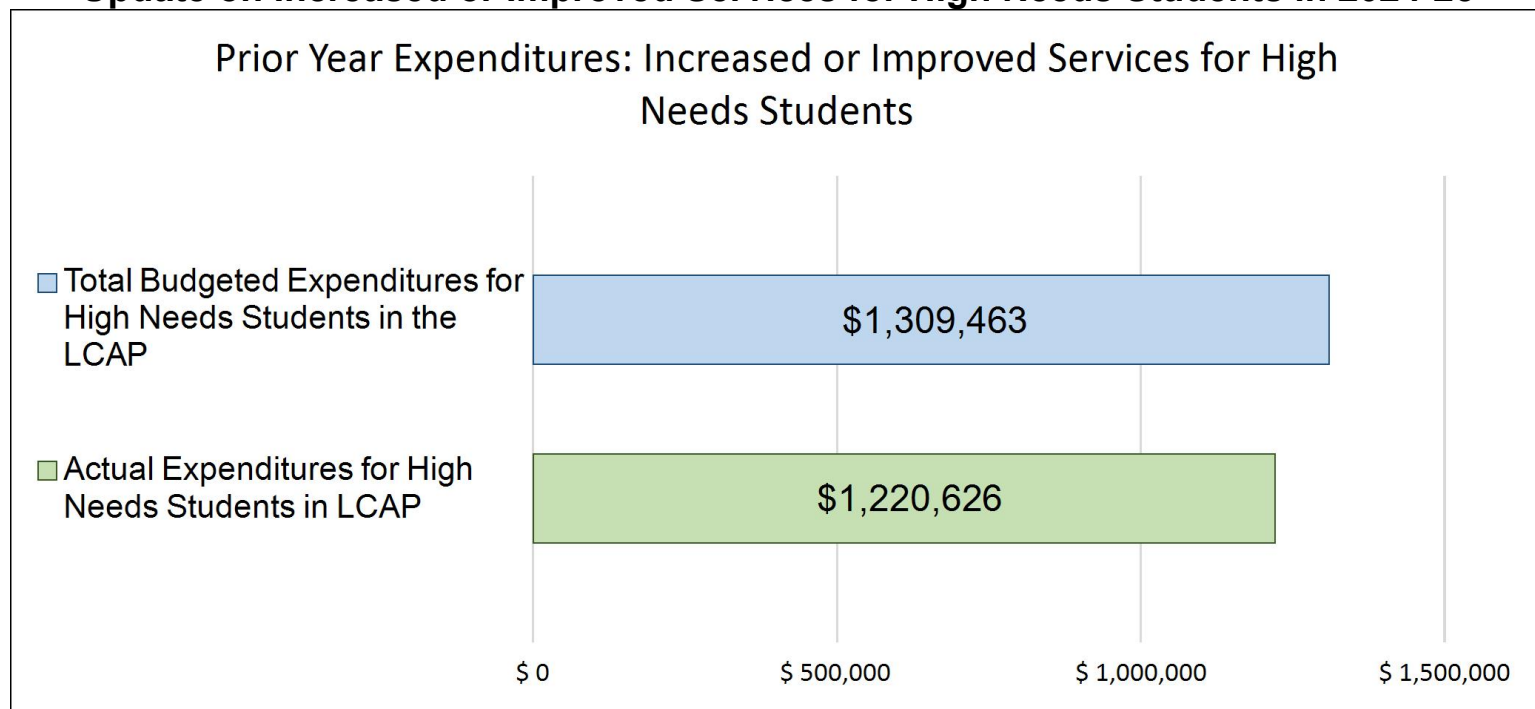
Staffing costs including teachers, administration, and classified staff member salaries/ benefits, overhead costs including maintenance and utilities, equipment, core materials, and furnishings.

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

In 2025-26, Sycamore Valley Academy is projecting it will receive $331,567 based on the enrollment of foster youth, English learner, and low-income students. Sycamore Valley Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Sycamore Valley Academy plans to spend $1,018,506 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

- Total Budgeted Expenditures for High Needs Students in the LCAP: **$1,309,463**
- Actual Expenditures for High Needs Students in LCAP: **$1,220,626**

(Chart axis: $0, $500,000, $1,000,000, $1,500,000)

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

The text description of the above chart is as follows: In 2024-25, Sycamore Valley Academy's LCAP budgeted $1,309,463 for planned actions to increase or improve services for high needs students. Sycamore Valley Academy actually spent $1,220,626 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $88,837 had the following impact on Sycamore Valley Academy's ability to increase or improve services for high needs students:

There was no impact to our ability to increase and improve services. Savings were based on our ability to partner with other agencies to save costs, and contract/price fluctuations.

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
Sycamore Valley Academy	Donya Ball, Ed.D. Superintendent	dball@theacademiescharters.org (559) 622-3236

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.

Our TK-8 instructional approach includes the following elements: multiage grouping, differentiation, project-based learning (or "PBL"), gifted education for all students, development of scholarly habits of mind, enriched curriculum, social and emotional learning, authentic assessment and mastery orientation, and collaboration in the whole school community. TK was added for the 20-21 school year. Our diverse population includes high achievers in need of additional academic challenges, as well as learners not yet proficient with grade level standards, who need intervention strategies and support.

According to the 2023 California School Dashboard, enrollment was 410 students with 36.3% Socioeconomically Disadvantaged, 5.1% English Learners, 0% Foster Youth, and 14.6% Students with Disabilities. The demographic make-up of our student body is 52.7% Hispanic, 36.6% White, 4.6% multiple races, and less than one percent each of African American, American Indian, Asian, and Filipino.

We are a public charter school and are paired with Blue Oak Academy under a single superintendent and leadership structure. For the purpose of LCAP, the plans will be written separately in accordance with state requirements, but there will be many similarities due to common strategic planning with our stakeholders.

Vision
We create an inclusive community with access to rigorous and enriching educational experiences that challenge and support individuals to achieve their personal best and realize new opportunities.

Mission
The mission of our school is to engage every student in a manner which cultivates growth and nurtures their curiosity, creativity, and talents. Our collaborative community empowers students to grow into self-directed thinkers and virtuous citizens, equipped with a love of learning and a love of life; eager to contribute their gifts to a better, more equitable world.

Core Values
Integrity, Individuality, Inclusivity, Inquiry, Innovation

Motto
Elevating Academics in an Enriching Environment.

In 2023-24, we underwent a large-scale strategic planning process with our educational partners, examining student performance, state/local data, school instruction, curriculum, and culture. This new three-year LCAP reflects that work.

Reflections: Annual Performance

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

CA Dashboard Results December 2023

ACADEMIC PERFORMANCE INDICATORS- OVERALL

English Language Arts- Sycamore Valley Academy performed in the "Orange" level overall, averaging 27.2 Points below Standard - This is an average decline of 9.8 points from the prior year. No student subgroups fell into the "Red" or lowest performance level.
2024 UPDATE: English scores increased 5.3 points overall, for an average score of 21.9 points below standard. No student groups were in the "Red" performance level.

Mathematics- performed in the "Yellow" level overall, averaging 52.9 Points below Standard- This is an average increase of 4.1 points from last year. No student subgroups scored in the "Red" level or two levels below the school average.
2024 UPDATE: Math scores increased 3.6 points overall for an average score of 49.3 points below standard. No student groups were in the "Red" performance level.

English Learner Progress- 33.3% of our English Learners made progress towards proficiency- This is an increase of 6.7% from last year. In addition to the growth in those advancing, there was a significant decline in those who decreased in ELPI level from 60% in 2022 to 38.9% in 2023. While we don't want any declines, slowing this trend is an important step to addressing our English Learner needs.

2024 UPDATE: 45% of our EL students made progress as shown by the ELPAC results. This was an increase of 11.7%. No student groups were in the "Red" performance level.

Local Indicator: Implementation of Academic Standards- Continued to meet this standard.

ACADEMIC ENGAGEMENT

Chronic Absenteeism- Sycamore Valley Academy performed in the "Yellow" level overall with 19.6% of students chronically absent- This is a decline of 9.7% from last year. It is still higher than the pre-COVID 2019 baseline rate of 7.9% and we continue to address this area to increase student academic success. No student subgroups were in the "Red" performance level or two levels below the overall school level. 2024 UPDATE: 17.1% of our students were chronically absent. This was an improvement of 2.4%. Our socioeconomic subgroup fell into the "Red" performance level with 26.2% chronically absent, overall and a 0.2% increase from the prior year.

Local Indicator: Access to a Board Course of Study: Continued to meet this standard.

CONDITIONS AND CLIMATE

Suspension Rate: performed in the "Orange" level overall. 4.6% of Sycamore Valley Academy students were suspended 1 or more days in 2022-2023. This level was an increase of 1.3% from the prior year. Our Socioeconomically Disadvantaged group performed in the "Red" zone with 6.3% suspended at least one day that school year. This was an increase of 2.8%. Our LCAP plan this year addresses the needs of this group, targeting behavior interventions specifically as well as overall academic progress.
2024 UPDATE: 3.6% of our students were suspended one or more days in 2023-24, a decrease of 1%. No student groups fell into the "Red" performance level.

Local Indicators: Basics: Teachers, Instructional Materials, Facilities- Continued to meet this standard.
Parent and Family Engagement- Continued to meet this standard.
Local Climate Survey- Continued to meet this standard.

Sycamore Valley Academy School had one subgroup perform on the CA Dashboard in the lowest range of "Red" on one indicator.
Our Socioeconomically Disadvantaged group scored in the "Red" level in the area of Suspensions.   In examining the results for this subgroup, we determined that there was a need for continuing professional development, focused in this area and on evidence-based strategies targeted to meet the behavioral and academic needs of this subgroup.

The Local Control Accountability Plan (LCAP) for Sycamore Valley Academy leverages the CA Dashboard Results from December 2023 to identify key areas for improvement and targeted interventions. The data reveals that while the overall academic performance in English Language Arts (ELA) is at the "Orange" level with a decline of 9.8 points from the previous year, mathematics shows progress, achieving a "Yellow" level with a 4.1-point increase. English Learner Progress also demonstrated significant improvement, with a 6.7% increase in proficiency and a notable decrease in students regressing in their English Learner Progress Indicator (ELPI) level.

To address academic engagement, the school recognizes the challenge of chronic absenteeism, which remains above pre-COVID levels but has decreased by 9.7% from last year. Efforts are being intensified to bring this rate down further, aiming for the pre-pandemic benchmark. Additionally, while the suspension rate rose, placing the school in the "Orange" level overall and highlighting a critical issue within the Socioeconomically Disadvantaged subgroup, targeted behavior interventions and professional development for staff are being implemented to address this concern.

Furthermore, the LCAP underscores the continuous efforts to maintain academic standards, access to a broad course of study, and robust parent and family engagement, as evidenced by meeting all local indicators. By analyzing these comprehensive results, Sycamore Valley Academy is strategically focusing on both academic and behavioral supports to foster a conducive learning environment and enhance student outcomes across all demographics.

LEARNING RECOVERY EMERGENCY BLOCK GRANT INFORMATION: (LREBG)

The district will have $152,719 in unspent Learning Recovery Block Grants at the end of the 2024-25 school year and will expend $95,000 of those funds in the 2025-26 LCAP with the remaining held in reserve for another year.
The goals/ actions identified for LREBG funding are found in: Goal 1, Action 2 ($11,000 for literacy curriculum / $84,000 instructional aide and Intervention teacher salaries/benefits.

These were chosen as allowable expenditures in the category of :
i. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff. and
ii. Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both

They are designed as evidence based solutions to address- reading proficiency scores and English Learner language acquisition scores as identified in the Educational Partners needs assessment process."

The district will be receiving additional proposed LREBG funding as outlined as part of the Governor's May Revision 2025-26 budget act.
This proposed funding will be identified and addressed as part of the district's 2026-27 LCAP.

Reflections: Technical Assistance

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

Sycamore Valley is not identified for Differentiated Assistance or other technical assistance at this time.

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
Teachers	Staff were asked to complete a climate survey- this year the survey return window was January 5th - February 1, 2025. February 19th, 2025- A meeting wit site teacher representatives was held to preview budget information, LCAP priorities, and revised certificated salary schedules. Input was invited. March 7, 2025- All TACMO staff budget priorities meeting and planning session.
Parents	Parents were engaged through: Monthly Parent Engagement forums to provide educational updates, receive stakeholder input, and answer questions. Session were held each day in the morning and repeated in the evening to accommodate parent schedules. August 6 & 9, 2024 (PM & AM) September 10 & 11, 2024 (PM & AM) October 22 & 23, 2024 (PM & AM) November 18 & 19, 2024 (PM & AM) January 14 & 16, 2024 (PM & AM) February 11 & 12, 2025 (AM & PM) March 13 & 14, 2025 (PM & AM) - 2025-26 Budget Priorities/ LCAP Parent Forum April 21 & 23, 2025 (PM & AM) - report out of organization climate survey data, discussion of LCAP priorities

Educational Partner(s)	Process for Engagement
	May 13 & 14, 2025 (PM & AM) A Mid-Year LCAP report, during a public Board Meeting, invited input from the Board of Education and any interested members of the public: This was held on January 21, 2025. Parents were also asked to complete a climate survey- this year the survey return window was January 3rd - January 31st, 2025 On March 18th, a presentation to the Board and attending public was made regarding budget priorities for 2025-26, with public input invited. April 22, 2025- the Board of Education hosted a public forum to share the current climate survey data & employee experience data and invite LCAP input May 13th and 14th- Parent Forums were held to report plans and potential goals to address the 8 state priorities in the 2025-26 LCAP. - The Parent Advisory Committee (which includes representatives of English Learner, Foster Youth, and Socioeconomically disadvantaged students) was engaged in LCAP feedback on _____
Administration	Staff were asked to complete a climate survey- this year the survey return window was January 1st - January 31st, 2025 March 4, 2025- All TACMO staff budget priorities meeting and planning session. May 5, 2025- 25-26 draft budget review with TACMO board treasurer, CMO admin, site admin, and teacher reps. Solicit feedback.
Other School Personnel	Staff were asked to complete a climate survey- this year the survey return window was January 1st- January 31st, 2025.

Educational Partner(s)	Process for Engagement
	March 4, 2025- All TACMO staff budget priorities meeting and planning session.
Students	Students were asked to complete a climate survey- this year the survey return window was January 1st - January 31st, 2025. The student advisory group was engaged in LCAP feedback on February 3, 2025 and the superintendent responded in writing.
Local Bargaining Units	March 4, 2025- All TACMO staff budget priorities meeting and planning session.
Principal	Staff were asked to complete a climate survey- this year the survey return window was January 1st - January 31st, 2025 March 4, 2025- All TACMO staff budget priorities meeting and planning session.
Other Community Leaders	On March 18th, a presentation to the Board and attending public was made regarding budget priorities for 2025-26, with public input invited. April 22, 2025- the Board of Education hosted a public forum to share the current climate survey data & employee experience data and invite LCAP input May 13th and 14th- Community Forums were held to report plans and potential goals to address the 8 state priorities in the 2025-26 LCAP. May 20, 2025- at a public Board of Education meeting, the draft budget review for 2025-26, including LCAP, was presented to the Board of Directors and public to solicit feedback. Plans and potential LCAP goals were presented. Public Comment was welcome. A Public Hearing was held on June 11, 2025, at the Board of Education meeting with comment open to the public and the LCAP was agendized for approval at the Board meeting held on June 16, 2025, with an additional opportunity for public input.

Educational Partner(s)	Process for Engagement
SELPA	The Special Education Local Plan Agency was consulted in March, 2025.

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

The LCAP is developed in partnership with all our educational community, using feedback to guide allocations for the plan. Not all ideas and input makes it into the LCAP for funding through the LCFF and Title Budgets. The programs, materials, and ideas are evaluated based on available dollars, cost effectiveness, impact on English Learner students/ Foster Youth/ SED students, and other performance indicators to prioritize this particular funding. The following input was received this year from our educational partners. Areas of the LCAP affected by that input are in parenthesis.

Teachers
Students wanted improvements in the following areas: Gifted Learning program (Goal 1, Action 1), English Learner program, extra and co-curricular activity offerings (Goal 2, Action 3), reducing the stigma of special education instruction, hiring/retaining qualified staff (Goal 2, Action 2), and teacher efforts to encourage parent involvement.

Parents
Parents noted the need for more extra-curricular and co-curricular activities (Goal 2, Action 3). They asked to have a strengthened gifted student program (Goal 1, Action 1), increased efforts to encourage parent involvement, increased communication on student academic progress (Goal 2, Action 4), and work to increase number of highly qualified staff hired (Goal 2, Action 1).

Administrators
Administrators' insights were essential in formulating a cohesive plan for professional development and instructional coaching . Their feedback underscored the necessity of a unified approach to literacy instruction (Goal 1, Action 2) and behavior management (Goal 1, Action 3), ensuring consistency and effectiveness across the district. Administrators also highlighted the importance of assistant principals in supporting these initiatives at both schools. They played a key role in refining the structure for hiring (Goal 2, Action 1) and retaining highly qualified staff (Goal 2, Action 2), emphasizing the need for differentiated professional development (Goal 2, Action 2) and improved recruitment strategies through job fairs and social media (Goal 2, Action 1 for staff and Goal 2, Action 4 for students) .

Principal
The principal's feedback was instrumental in emphasizing the need for a systemic approach to behavior intervention and management (Goal 1, Action 3). This led to the allocation of assistant principals to both schools to oversee and implement these strategies effectively. The principal also supported the integration of common literacy instruction and professional development, recognizing their impact on student achievement. Additionally, the principal emphasized the importance of refining the MTSS framework and coordinating academic and behavioral supports through COST.

Other School Personnel

Classified staff noted there is a need for differentiated classified professional development opportunities. (Goal 2, Action 2)

Students
Students wanted improvements in the following areas: Gifted Learning program (Goal 1, Action 1), English Learner program, extra and co-curricular activity offerings (Goal 2, Action 3), reducing the stigma of special education instruction, hiring/retaining qualified staff (Goal 1, Actions 1 and 2), and teacher efforts to encourage parent involvement.

SELPA
The Special Education Local Plan Area (SELPA) provided critical input on meeting the needs of students with disabilities. Their feedback ensured that the LCAP included strategies for professional development and instructional coaching that are inclusive and supportive of all students. SELPA's insights also highlighted the importance of aligned behavior interventions (Goal 1, Action 3) to support students with diverse needs, leading to the allocation of assistant principals to oversee these efforts. The refinement of the MTSS framework and coordination of services through COST were also heavily influenced by SELPA's recommendations.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide Quality Education for All: The goal of providing quality education is paramount for the Local Control Accountability Plan (LCAP) because it ensures that all students have equitable access to high-standard academic opportunities that foster their intellectual, social, and emotional development. Quality education supports diverse learning needs, prepares students for future success, and helps close achievement gaps among different student groups. By focusing on rigorous instruction, effective behavior management, and comprehensive support systems, the LCAP aims to create a nurturing and inclusive environment where every student can thrive and reach their full potential. This foundational goal drives all other initiatives within the LCAP, ensuring a holistic approach to student success and well-being.	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.

Goal 1 (Pillar): Provide Quality Education for All

Action 1- Integrate TK-8 gifted education strategies into differentiated classroom instruction.
Action 2- Implement aligned literacy instruction across all grade levels.
Action 3- Apply a common behavior system across both schools.
Action 4- Systematize a coordination of services team to integrate various academic and behavioral resources for students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	SBAC English Language Arts Average Distance from Standard CA School Dashboard	All Students- 27.2 Points Below SED- 67.8 Points Below EL- 98.8 Points Below SWD- 143.2 Points Below Foster Youth- Group size too small for state reporting 2023 Dashboard	All Students- 21.9 Points Below Standard (Increase 5.3 points) White - 12.8 Points Below Standard (decline 8.9 points) Hispanic- 28.9 Points Below Standard (increase 15.5 points) Two or More Races- 32.9 Points below standard (decline 25.2 points) SED- 55.5 Points Below Standard (increase 12.4 points) EL- 54.9 Points Below Standard (increase 43.9 points) SWD- 125.5 Points Below Standard (increase 18 points) Foster Youth- Group size too small for state reporting		All Students- 10 Points Below SED- 45 Points Below EL- 70 Points Below SWD- 110 Points Below Foster Youth- Group size too small for state reporting	All Students- Increase 5.3 points White - decline 8.9 points Hispanic- increase 15.5 points Two or More races- decline 25.2 points SED- increase 12.4 points EL- increase 43.9 points SWD- increase 18 points Foster Youth- Group size too small for state reporting

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2024 Dashboard			
1.2	SBAC Results English Language Arts Met or exceeded standards https://caaspp-elpac.ets.org/caaspp/Default	All Students- 40.17% SED- 28.23% EL- 8.33% SWD- 2.5% Foster Youth- Group size too small for state reporting 2022-23 Data	All Students 41.77% (increase of 1.6%) SED- 30.44% (increase of 2.21%) SWD- 0% (decline of 2.5%) EL, LTEL, and FY data not reported due to small group size 2023-24 Data		All Students- 55% SED- 40% EL-20% SWD-15% Foster Youth- Group size too small for state reporting	All Students - increase of 1.6% SED- increase of 2.21% SWD- decline of 2.5% EL, LTEL, and FY data not reported due to small group size
1.3	SBAC Mathematics Average Distance from Standard CA School Dashboard	All Students- 52.9 Points Below SED- 88.2 Points Below EL- 149.9 Points Below SWD- 149.8 Points Below Foster Youth- Group size too small for state reporting 2023 Dashboard	All Students- 49.3Points Below Standard (Increase 3.6 points) White - 33 Points Below Standard (decline 2.7 points) Hispanic- 59.6 Points Below Standard (increase 11.9 points) Two or More Races- 79.3 Points below standard		All Students- 30 Points Below SED- 60 Points Below EL- 110 Points Below SWD- 110 Points Below Foster Youth- Group size too small for state reporting	All Students- Increase 3.6 points White - decline 2.7 points Hispanic- increase 11.9 points Two or More Races- decline 50.7 points SED- decrease 2.6 points EL- increase 27.8 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(decline 50.7 points) SED- 90.5 Points Below Standard (decrease 2.6 points) EL- 122.1 Points Below Standard (increase 27.8 points) SWD- 144.5 Points Below Standard (increase 5.3 points) Foster Youth- Group size too small for state reporting 2024 Dashboard			SWD- increase 5.3 points Foster Youth- Group size too small for state reporting
1.4	SBAC Results Mathematics % Met or exceeded standards https://caaspp-elpac.ets.org/caaspp/Default	All Students- 29.45% SED- 14.12% EL- 0.00 SWD- 2.5% Foster Youth- Group size too small for state reporting 2022-23 Data	All Students- 32.14% (increase of 2.69%) SED- 18.28% (increase of 4.16%) SWD- 0% 2023-2024 Data		All Students- 40% SED- 25% EL- 10% SWD- 15% Foster Youth- Group size too small for state reporting	All Students- increase of 2.69% SED- increase of 4.16% SWD- 0% maintained
1.5	English Learner Progress Indicator	All English Learners 33.3% increased one	All English Learners- 45%		All English Learners 50%	All EL- Increased 11.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% increased one proficiency level or more CA School Dashboard	proficiency level or more Long Term English Learners (LTEL) Data not included in CA Dashboard until 2024 when baseline will be established 2023 Dashboard	increased one proficiency level or more LTEL data not reported due to small group size (n= 2) 2024 Dashboard		Long Term English Learners Establish baseline in 2024 and aim for a 15% increase from the baseline by year 3	LTEL data not supported due to small group size.
1.6	SBAC CAST Grade 5 and 8 Only CA School Dashboard 2024 and beyond	All Students- 9.4 points below SED- 20.7 points below EL- N/A- small group size in 2022-23 SWD- N/A- small group size in 2022-23 Foster Youth- Group size too small for state reporting Locally calculated from ETS results for 2023 Baseline	All Students- 8 points below standard (increase of 1.5 points) White- 3.7 Points below standard (increase 0.1 point) Hispanic- 11.6 Points below standard (increase 2.4 points) SED- 12.5 points below (increase 7 points) SWD- 26.7 points below standard (increase 1.6 points)		All Students- 5 points above standard SED- 10 points below EL- Establish baseline in 2024 and aim for 10 points below standard SWD- Establish baseline in 2024 and aim for 15 points below standard Foster Youth- Group size too small for state reporting	All Students- increase of 1.5 points White- increase 0.1 point Hispanic- increase 2.4 points SED- increase 7 points SWD- increase 1.6 points EL, FY, Homeless data not reported due to small group size

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			EL, FY, Homeless data not reported due to small group size 2024 Dashboard			
1.7	SBAC CAST % Met or exceeded standards https://caaspp-elpac.ets.org/caaspp/Default	All Students- 39.19% SED- 23.81% EL- N/A- small group size in 2022-23 SWD- 0.0% Foster Youth- Group size too small for state reporting 2022-23 Data	All Students- 35.81% SED- 20.0% (decrease 3.81%) SWD- 0% EL, LTEL and Foster Youth- Data not reported due to small group size 2023-24 Data		All Students- 55% SED- 40% EL-Establish baseline in the next assessment and aim for 25% meeting or exceeding standards SWD- 15% Foster Youth- Group size too small for state reporting	Decrease of 3.38% overall SED - decrease 3.81% SWD- maintained 0% rate EL, LTEL, Foster Youth not reported due to small group size.
1.8	English Learner Reclassification % of EL students attaining fluency CALPADS Report	7.4% (2/ 27) of EL attained fluency 2022-2023	0% 2023-24 CALPADS data		20% attained fluency	Decrease of 7.4%
1.9	Broad Course of Study is offered and available to all students.	86% of Parents 96% of Students 97% of Staff	Parents: 84% Students: 93% Staff: 91%		92% of Parents 98% of Students 98% of Staff	Parents- decrease 2% Students- decrease 3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	The organization has broad offerings in both core subjects and enrichment opportunities. Annual Local Survey	Agree and Strongly Agree 2023-24 Data	2025 Survey Data		Agree And Strongly Agree	Staff- decrease 6%%
1.10	Programs and Services were developed and provided to individuals with exceptional needs including SED gifted learners and SWD. Annual Local Survey	83% of parents 83% of students 88% of staff Agree and Strongly Agree the school provides quality instructional for gifted learners. 92% of parents 91% of students 100% of staff Agree and Strongly Agree the school provides quality instructional for students with disabilities. 2023-24 Data	Parents- 85% Students- 82% Staff- 85% Gifted Learners Parents- 95% Students- 87% Staff- 91% Students with Disabilities 2025 Survey		89% of Parents 89% of Students 94% of Staff Agree and Strongly Agree the school provides quality instructional for gifted learners. 98% of Parents 97% of Students 100% of Staff Agree and Strongly Agree the school provides quality instructional for students with disabilities.	Parents- Increase of 2% Students- Decrease of 1% Staff- Decrease of 3% - Gifted Learners Parents- Increase 3% Students- Decrease 4% Staff- Decrease 9% - Students With Disabilities
1.11	Programs and Services were developed and provided to unduplicated students including English Learners.	94% of parents 87% of students 94% of staff Agree and Strongly Agree the school	Parents- 98% Students- 89% Staff- 78% 2025 Survey		98% of Parents 93% of Students 98% of Staff Agree and Strongly Agree the	Parents- Increase of 4% Students- Increase of 2% Staff- Decrease of 16%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Annual Local Survey	provides quality instruction for English Learner students. 2023-24 Data			school provides quality instruction for English Learner students.	
1.12	Student Access to Standards-Aligned Curriculum Materials Williams Aligned Self Review	100% of Students have access to aligned materials. Fall 2023 Data	100% of Students have access to aligned materials. Fall 2024 Data		Maintain 100% of students with access to aligned materials	Goal Met-Maintained 100%
1.13	Student Satisfaction with Academic Progress Annual Local Survey	71% of students satisfied. Spring 2023 Data	74% of students satisfied 2024-25 Survey		80% of students satisfied.	Increase 3%

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.

Overall, Goal one was fully implemented with little challenges during the 2024-25 school year. We continue to evaluate ongoing student academic data, to make real-time adjustments based on student needs, but the actions and structures are designed to allow for that throughout the year.
This will be a continuing practice.

Action 1.1- Integrated Gifted Education Strategies: There were no significant challenges to implementing this action.
Action 1.2- Common Literacy Instruction: There were no significant challenges to implementing this action
Action 1.3- Behavior Management: There were no significant challenges to implementing this action
Action 1.4- Coordination of Services: There were no significant challenges to implementing this action

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.

Action 1.1- Integrated Gifted Education Strategies: No material differences between budgeted and estimated actual expenditures for this action.
Action 1.2- Common Literacy Instruction: There was a savings of $6,692 in this action due to lower than anticipated staffing costs to implement it during 2024-25.
Action 1.3- Behavior Management: No material differences between budgeted and estimated actual expenditures for this action.
Action 1.4- Coordination of Services: No material differences between budgeted and estimated actual expenditures for this action.

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

Action 1.1- Integrated Gifted Education Strategies: This goal had mixed results in survey data with small changes plus/minus for students/parents/staff. Overall, the action implementation the first year is not yet showing results.
Action 1.2- Common Literacy Instruction- This action showed great results for unduplicated students and our overall ELA scores also increased.
Action 1.3- Behavior Management- This action saw positive results for all unduplicated student groups and an overall decrease in chronic absenteeism.
Action 1.4- Coordination of Services- This action had positive results in ELA for all unduplicated student groups, mixed results for Math with large increase in EL performance and small decrease for SED performance, and good results for ELPI with a significant increase for EL students making satisfactory progress.

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.

Amounts for actions were adjusted based on historical expenses in those areas as well as anticipated 2025-26 budget figures for LCFF and title funding.

There were no other significant changes made to this goal, metrics, target outcomes, or actions for the coming year. This is the first year of a three year plan and we look forward to results coming from consistent implementation of the planned actions.

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	Integrate TK-8 gifted education strategies into differentiated classroom instruction.	Integrate TK-8 Grade Level Universal themes into classroom instruction. This includes full day Transitional Kindergarten support with 1 additional full time teacher and 1/2 the salary/benefits of the instructional coach to support these programs.	$176,664.00	Yes
1.2	Common Literacy Instruction	Research, select, and implement common literacy instruction across all grade levels. This includes aligning report cards, reading, and writing instruction across the organization. 1/2 the cost of the instructional coach's salary benefits will be paid to support this work.	$65,235.00	Yes
1.3	Align behavior management approaches.	Research, select, and implement a common behavior management program across both schools. This includes the cost of a vice-principal to continue the implementation of behavioral interventions as part of Multi-Tiered Systems of Support (MTSS) and the cost of PowerSchool Attendance Intervention Suite to increase student attendance to address chronic absenteeism.	$156,364.00	Yes
1.4	Coordination of Services Team (COST)	Develop the Coordination of Services Team (COST). This includes: • Development and implementation of academic interventions as part of Multi Tiered Systems of Support (MTSS) and related instructional aides' salaries/ benefits • Cost of i-Ready diagnostic assessments annually • retainment of full-time school psychologist and school psych intern to conduct assessments and provide psych services. Salaries will be split between both charters so each site will pay .5 FTE of each. • Expansion of social emotional services through hiring of a Mental Health Clinician- LMFT Title I Funding	$397,582.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Invest in People: The goal of Investing in People is critical to the development of the LCAP because it directly impacts both staff and student recruitment and retention. For staff, this investment ensures the attraction and retention of highly qualified and motivated educators, leading to quality education and professional development opportunities that keep teachers updated with the latest educational practices. This, in turn, enhances job satisfaction, reduces turnover rates, and fosters a positive school culture, creating a stable and effective learning environment. For students, high-quality staff leads to better academic outcomes and engagement, contributing to the school's reputation and attracting more families to enroll their children. Additionally, a safe and supportive environment, bolstered by counselors and support staff, addresses students' social and emotional needs, aiding retention. Investment in staff also extends to extracurricular programs, which engage students and cater to diverse interests, making the school more attractive to prospective students. Overall, focusing on investing in people through the LCAP creates a sustainable, high-quality educational environment that supports both staff and students, leading to improved educational outcomes, a stronger school community, and long-term organization success.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 2 (Pillar): Invest in People

Action 1- Coordinate a CMO-wide structure to hire new staff
Action 2- Implement a complete approach to talent management to retain a high-caliber staff
Action 4- Foster a stronger sense of community and belonging on campus to retain students and families
Action 3- Develop a comprehensive marketing effort for student recruitment

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Teachers Appropriately Assigned SAAS Report	100% Appropriately Assigned 2023 SAAS Report	100% Appropriately Assigned 2024 SAAS		Maintain 100% compliance with	Goal Met- Maintained 100%
2.2	Teacher Fully Credentialed in the subject area for the pupils they are teaching. SAAS Report	71% Fully Credentialed 2023 SAAS Report	67% Fully Credentialed (decline 4%) 2024-2025		77% Fully Credentialed	Decline of 4%
2.3	Chronic Absenteeism Rate CA School Dashboard	All Students- 19.6% SED- 26.1% EL- 31% SWD- 17.2% Foster Youth- Groups Size too small for state reporting 2023 Dashboard	All Students- 17.1% (decline 2.4%) Hispanic- 21.4% (decline 0.7%) Two or more races- 2.9% (decline 7.9%) White- 14.6%- (decline 4.1%) SED- 26.4% (increase 0.2%) EL- 21.7% (decline 9.3% SWD- 11.4% (decline 5.8%) LTEL and Foster Youth- Data not reported due to small group size		All Students- 12% SED- 18% EL- 22% SWD- 10% Foster Youth- Groups Size too small for state reporting	All Students- decline 2.4% Hispanic- decline 0.7% Two or more races- decline 7.9% White- decline 4.1% SED- increase 0.2% EL- decline 9.3% SWD- decline 5.8% LTEL and Foster Youth- Data not

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2023 Dashboard			reported due to small group size
2.4	Middle School Drop-Out Rate CALPADS Report	0% 2022-23 CALPADS Report	0% 2023-24 CALPADS Report		Maintain 0%	Goal Met: Maintained 0%
2.5	Suspension Rate CA School Dashboard	All Students- 4.5% SED- 6.3% EL- 3.4% SWD- 11.3% Foster Youth- Groups Size too small for state reporting 2023 Dashboard	All Students- 3.6% (decline 1%) Hispanic- 3.5% (decline 1.6%) Two or more races- 0% (decline 5.3%) White- 4.6%- (increase 0.7%) SED- 2.4% (decline 3.9%) EL- 4.3% (increase 0.9%) SWD- 2.5% (decline 8.8%) LTEL and Foster Youth- Data not reported due to small group size 2023 Dashboard		All Students- 3% SED- 4.5% EL- 2.5% SWD- 7% Foster Youth- Groups Size too small for state reporting 2023 Dashboard	All Students- decline 1% Hispanic- decline 1.6% Two or more races- decline 5.3% White- increase 0.7% SED- decline 3.9% EL- increase 0.9% SWD- decline 8.8% LTEL and Foster Youth- Data not reported due to small group size
2.6	Expulsion Rate CA School Dashboard	0% 2023 Dashboard	0% 2023-24 CALPADS Report		Maintain 0%	Goal Met: Maintained 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Facilities Conditions Facilities Inspection Tool Report (FIT)	Overall Fit Report Rating "Fair" Spring 2022	Overall Rating "Fair" Fall 2024-25		Overall Fit Report Rating "Good"	Maintained "Fair"
2.8	Comparison of charter program to local educational options. (Neighborhood school) Local Survey	83% of parents - better option Spring 2023	81%- better option Spring 2025 Survey		90% of parents - better option	Decrease of 2%
2.9	Efforts by Charter to engage parent input. The organization encourages parental involvement. Local Survey	87% of parents agree and strongly agree Spring 2023	94% of parents Agree and Strongly Agree 2025 Survey		93% of parents agree and strongly agree	Increase 7%
2.10	Parent Participations in local survey. Locally Calculated	106 Parents completed the local organizational climate survey. Spring 2023	127 Parents participated 2025 Survey		150 parents completing the survey	Increase of 21 parents
2.11	Parent Participation in Monthly Forums Sign-in Sheets- locally calculated.	52 Parents average attendance at forums 2022-2023	Parents average attendance at forums. 2024-25		60 Parents Average attendance at forums	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.12	Parent, Student and Teacher sense of Safety on Campus Local Survey	Parents- 94% Students- 71% Staff- 94% Agree and strongly agree that students and staff are safe at school. Spring 2023 Survey Results	Parents- 94% Students- 69% Staff- 100% 2025 Survey		Parents- 98% Students- 90% Staff- 98% Agree and strongly agree that students and staff are safe at school.	Parents- Maintained 94% Students- Decrease 2% Staff- Increase 6%
2.13	Parent, Student and Teacher sense of Connectedness to school. Local Survey	Parents- 82% Students- 76% Staff- 97% Agree and strongly agree that the school offers sufficient extra and co-curricular activities. Spring 2023 Survey Results	Parents- 94% Students- 73% Staff- 82% 2025 Spring Survey		Parents- 90% Students- 85% Staff- 98% Agree and strongly agree that the school offers sufficient extra and co-curricular activities.	Parents: Increased 12% Students: Decreased 3% Staff: Decreased 15%

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.

The Actions in Goal 2 were all implemented fully with few challenges.

The metric involving increasing highly qualified staff percentages remains a challenge, but Actions 1 and 2 are in the early stages of effecting this long-term and we are confident that over the three year plan, we will see growth in this area.

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.

Action 1- Hire Quality Staff: There were no material differences between budgeted expenditures and estimated Actual Expenditures for this action.
Action 2- Retain highly qualified staff: There was a savings of $15,066 in this action, due to the utilization of available county trainings that aligned with our goals- and were free of cost. Other professional development was streamlined and targeted.
Action 3- Retain Existing Students: There were unanticipated cost increases to implement this action, resulting in overage of $22,938. The increased expenses were due to additional equipment needs for student activities as well as increased staffing hours to implement new extra-curricular and music programs.
Action 4- Student Recruitment: There was a savings of $58,052 in this area as the planned expenses for the operations director to oversee this work was not needed during 2024-25.

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

Action 1- Hire Quality Staff- The systems that were under development this year have not yet had a positive result. There was a slight decrease in % of highly qualified staff and a significant decline in feeling of teacher connectedness this year. We look forward to systematic and consistent implementation yielding positive results over the three years of the plan.
Action 2- Retain highly qualified staff- This action has not yet yielded success with the decrease of highly qualified staff % and feeling of teacher connectedness. We continue to maintain 100% appropriate assignment.
Action 3- Retain Existing Students- This action yielded mixed results in its first year with a slight decrease in student feeling of connectedness and a marked increase in parent feeling of connectedness as reported in the annual survey.
Action 4- Student Recruitment- This action has been successful the first year with a 12% increase in parent feeling of connectedness.

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.

Amounts for actions were adjusted based on historical expenses in those areas as well as anticipated 2025-26 budget figures for LCFF and title funding.

There were no other significant changes made to this goal, metrics, target outcomes, or actions for the coming year. This is the first year of a three year plan and we look forward to results coming from consistent implementation of the planned actions and refinement of our practices for these actions, over time.

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	Comprehensive new staff hiring structure	Develop and refine a comprehensive structure to hire new staff. This includes: • Complete competitive compensation analysis, expand recruitment to establishing partnerships with external agencies, and central office participation in all job interviews. 1/2 of HR Director salary will be paid to support this goal	$61,193.00	Yes
2.2	Retain High Quality Staff	Develop and refine a comprehensive structure to retain high quality staff. This includes: • Differentiated professional development for classified and certificated staff. • Improvements of leadership through administrative and professional development. Title II Funding	$46,868.00	Yes
2.3	Retain Existing Students	Develop and refine a comprehensive structure to retain existing students. This includes expansion of co-curricular and extracurricular activities as well as continuation of the music program. A focus for this area will be the Socio-Economically Disadvantaged student suspension rate to keep these students in the program and successfully matriculating to high school.	$98,986.00	Yes
2.4	Student Recruitment	Develop and refine a comprehensive marketing plan for student recruitment. This includes: • Utilization of common messaging platform and social media to communicate events and important information to families. • Update of school website to provide centralized access of resources	$73,981.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Continued implementation of monthly parent forums, superintendent video messages highlighting organization programs and services, and social media advertising. Associated costs include Bloomz or another parent messaging system license fees,, 1/2 of the Operations Director salary to support website services, and 1/2 the cost of Ellie the Editor and Facebook ads (split between the two charter sites.)		

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
$331,567	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.798%	0.000%	$0.00	7.798%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Integrate TK-8 gifted education strategies into differentiated classroom instruction. **Need:** Early literacy skill development, school readiness SEL skills and family childcare needs as shown by school baseline testing, teacher observation and partner input, and parent partner input. Our SED, EL, SWD, and FY students enter with less exposure to early	National Institute of Early Educational Research study, and several others, indicate that full day pre-school and kindergarten programs have a positive, long-term effect on student academic achievement. Additionally, partner education partners state that the full day is better for their student's development and supports community economics with some relief of childcare costs for parents working full time. While this action is primarily targeted for SED, EL, and SWD needs, it will be provided LEA wide.	parent survey results DRDP Results?

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
	literacy and school readiness skills and the long-term results show in the gaps for these groups between them and the overall school averages on state testing at all levels. **Scope:** LEA-wide		
1.2	**Action:** Common Literacy Instruction **Need:** SBAC data shows all student groups performing below standard on average in English Language arts. Teachers and administrators report a need for professional development in areas related to literacy and the need to better unpack/understand/align the grade level standards and reporting of progress to parents. **Scope:** LEA-wide	Coaching has been shown to be the most effective professional development model. Studies find that staff attending trainings often don't implement the routines and new learnings without additional on-the-job coaching support and follow-through. This provides an instructional coach focused on literacy development training. While this action is designed to primarily target the needs of SED, EL, SWD, and FY, the results will benefit all students in these teachers' classes, so it is considered LEA wide.	SBAC ELA results (All, SED, EL, SWD, FY)
1.3	**Action:** Align behavior management approaches. **Need:** SED, EL, and SWD show achievement gaps on the SBAC testing and classroom performance in math, ELA, and ELD. **Scope:**	MTSS is a package of research-based strategies designed to work together as a system to identify, intervene, and support students at all levels in a more individualized approach, based on specific needs- and in a timely way. While this action is primarily targeted for SED, EL, and SWD needs, it will be provided LEA wide.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.4	**Action:** Coordination of Services Team (COST) **Need:** The COVID pandemic has increased the need for these services due to many factors related to isolating SED, EL, and SWD over multiple years. School anxiety, avoidance, socially inappropriate interactions, depression, and other mental health issues have been noted in teacher, student, and parent educational partner feedback. Additionally, their was a serious affect on academic skill development with a need for more small-group and in-class support to help students "catch up" and stay motivated to succeed. **Scope:** LEA-wide	Provides additional staffing to serve in class and with small-group interventions for academics and mental/behavioral health services.	SBAC results in Math and ELA (SED, FY, EL, SWD) ELPI results
2.1	**Action:** Comprehensive new staff hiring structure **Need:** Instability in teaching staff, support staff, and student enrollment has been reported by students, staff, and parents to be a concern affecting students emotionally and academically. **Scope:** LEA-wide	Teacher experience has been shown to be the strongest indicator of student academic success and maintaining a positive, professional, and supportive work environment is key to retaining quality teachers and support staff.	Teacher survey results-connectedness to school % of teacher fully credentialed

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.2	**Action:** Retain High Quality Staff **Need:** Instability in teaching staff, support staff, and student enrollment has been reported by students, staff, and parents to be a concern affecting students emotionally and academically. Additionally, 71% of our staff have not completed the requirements for preliminary credentials in their assigned area and without additional professional development may struggle to perform at the level of more experienced teachers. **Scope:** LEA-wide	Advancing staff skills through job-provided training is an evidence-based practice to increase work satisfaction and engagement. Additionally, professional development provides new teachers with additional tools, skills, and concepts to better manage and instruct students for overall success.	% of teachers fully credentialed % of teachers appropriately assigned Teacher survey results-connectedness to school
2.3	**Action:** Retain Existing Students **Need:** 76% of students felt connected to school, indicating a need to further engage our student population through extra and co-curricular activities similar to programs they may see at other school sites. Parent, student, and staff input indicates the lack of such activities is a factor in considering other school programs. **Scope:** LEA-wide	Increases co-curricular and extracurricular activities.	% of students connected to school % of parents connected to school
2.4	**Action:** Student Recruitment	increases communication to families regarding events, programs, opportunities to provide input,	Parent Survey-Connectedness to school

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Evidence shows that school stability and connectedness is important to student academic success and emotional development. Parents, students, and staff note that increasing the outreach to partner with parents, maintain enrollment and retain current students is important to the school's success. **Scope:** LEA-wide	and engages students/families in school news including recognition for student accomplishments. It also allows greater outreach for recruitment of new students to allow the schools to maintain staff and ongoing programs for greater stability for all.	

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.

This plan contains no actions with a planned percentage to improve services for students.

Additional Concentration Grant Funding

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

Sycamore Valley Academy is a single school LEA with an unduplicated pupil percentage less than 55% therefore the LEA does not receive additional concentration funds.

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	n/a	n/a
Staff-to-student ratio of certificated staff providing direct services to students	n/a	n/a

2025-26 Total 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	4,251,941	331,567	7.798%	0.000%	7.798%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,018,506.00	$0.00	$0.00	$58,367.00	$1,076,873.00	$986,965.00	$89,908.00

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	Integrate TK-8 gifted education strategies into differentiated classroom instruction.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$176,664.00	$0.00	$176,664.00				$176,664.00	
1	1.2	Common Literacy Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$65,235.00	$0.00	$65,235.00				$65,235.00	
1	1.3	Align behavior management approaches.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$151,112.00	$5,252.00	$156,364.00				$156,364.00	
1	1.4	Coordination of Services Team (COST)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$372,582.00	$25,000.00	$346,981.00			$50,601.00	$397,582.00	
2	2.1	Comprehensive new staff hiring structure	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$61,193.00	$0.00	$61,193.00				$61,193.00	
2	2.2	Retain High Quality Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$0.00	$46,868.00	$39,102.00			$7,766.00	$46,868.00	
2	2.3	Retain Existing Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$98,986.00	$0.00	$98,986.00				$98,986.00	
2	2.4	Student Recruitment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$61,193.00	$12,788.00	$73,981.00				$73,981.00	

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
4,251,941	331,567	7.798%	0.000%	7.798%	$1,018,506.00	0.000%	23.954 %	**Total:**	$1,018,506.00
								LEA-wide Total:	$1,018,506.00
								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	1.1	Integrate TK-8 gifted education strategies into differentiated classroom instruction.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$176,664.00	
1	1.2	Common Literacy Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$65,235.00	
1	1.3	Align behavior management approaches.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$156,364.00	
1	1.4	Coordination of Services Team (COST)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$346,981.00	
2	2.1	Comprehensive new staff hiring structure	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$61,193.00	
2	2.2	Retain High Quality Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$39,102.00	

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	2.3	Retain Existing Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$98,986.00	
2	2.4	Student Recruitment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$73,981.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,076,873.00	$1,011,454.00

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	Integrate TK-8 gifted education strategies into differentiated classroom instruction.	Yes	$176,664.00	$177,162.00
1	1.2	Common Literacy Instruction	Yes	$65,235.00	$58,527.00
1	1.3	Align behavior management approaches.	Yes	$156,364.00	$145,532.00
1	1.4	Coordination of Services Team (COST)	Yes	$397,582.00	$399,278.00
2	2.1	Comprehensive new staff hiring structure	Yes	$61,193.00	$61,300.00
2	2.2	Retain High Quality Staff	Yes	$46,868.00	$31,802.00
2	2.3	Retain Existing Students	Yes	$98,986.00	$121,924.00
2	2.4	Student Recruitment	Yes	$73,981.00	$15,929.00

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)
316,056	$1,018,506.00	$577,559.64	$440,946.36	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Integrate TK-8 gifted education strategies into differentiated classroom instruction.	Yes	$176,664.00	$177,893.14		
1	1.2	Common Literacy Instruction	Yes	$65,235.00	$58,527.00		
1	1.3	Align behavior management approaches.	Yes	$156,364.00	$65,154.82		
1	1.4	Coordination of Services Team (COST)	Yes	$346,981.00	$174,821.46		
2	2.1	Comprehensive new staff hiring structure	Yes	$61,193.00	$29,040.30		
2	2.2	Retain High Quality Staff	Yes	$39,102.00	$14,509.00		
2	2.3	Retain Existing Students	Yes	$98,986.00	$41,684.92		
2	2.4	Student Recruitment	Yes	$73,981.00	$15,929.00		

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)
4,178,433	316,056		7.564%	$577,559.64	0.000%	13.822%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

- o 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;

    o **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.

  o 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,

  o 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:

    o 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.

  o 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:

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

  o 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.

  o 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.

    o 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).

    o 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.

    o Indicate the school year to which the baseline data applies.

    o 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.

    o 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.

    o 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.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o 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.

    o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o 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.

    o 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.

    o 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:

    o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    o Professional development for teachers.

    o 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:

    o 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.

    o 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.

    o 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).

o 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.

o As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

o 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:

  o **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.

  o **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.

  o **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**

- o 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)**

  - o 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**

  - o 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)**

  - o 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 (%)**

  - o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o 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)**

  - o 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 %)**

  - o 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)**

  - o 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)**

- o 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)**

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

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