



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Olive Grove Charter - Buellton

CDS Code: 42 69328 0138388

School Year: 2026-27

LEA contact information:

Meg Rydman

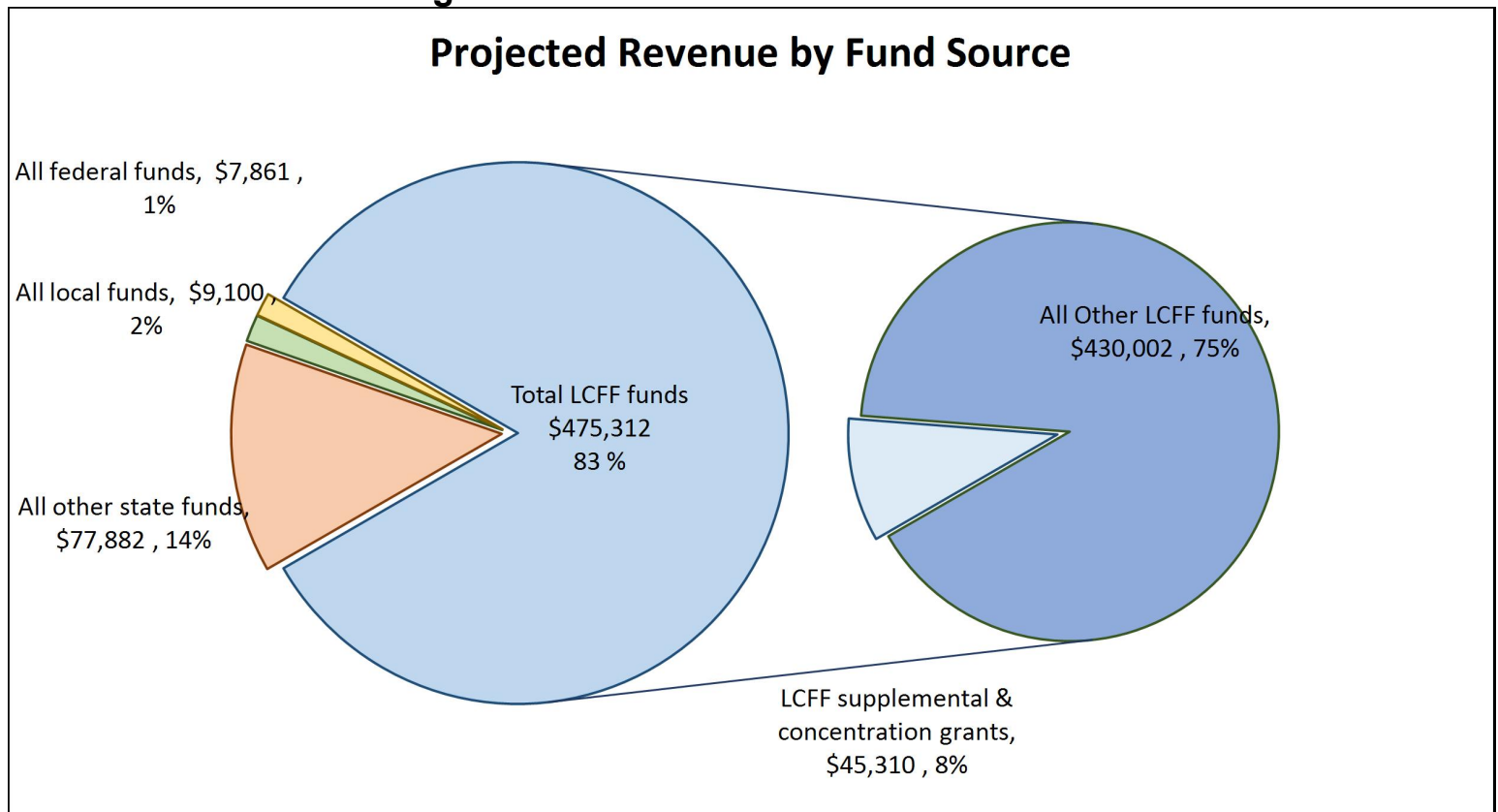
Superintendent

mrydman@olivegrovecharter.org

805-623-1111

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

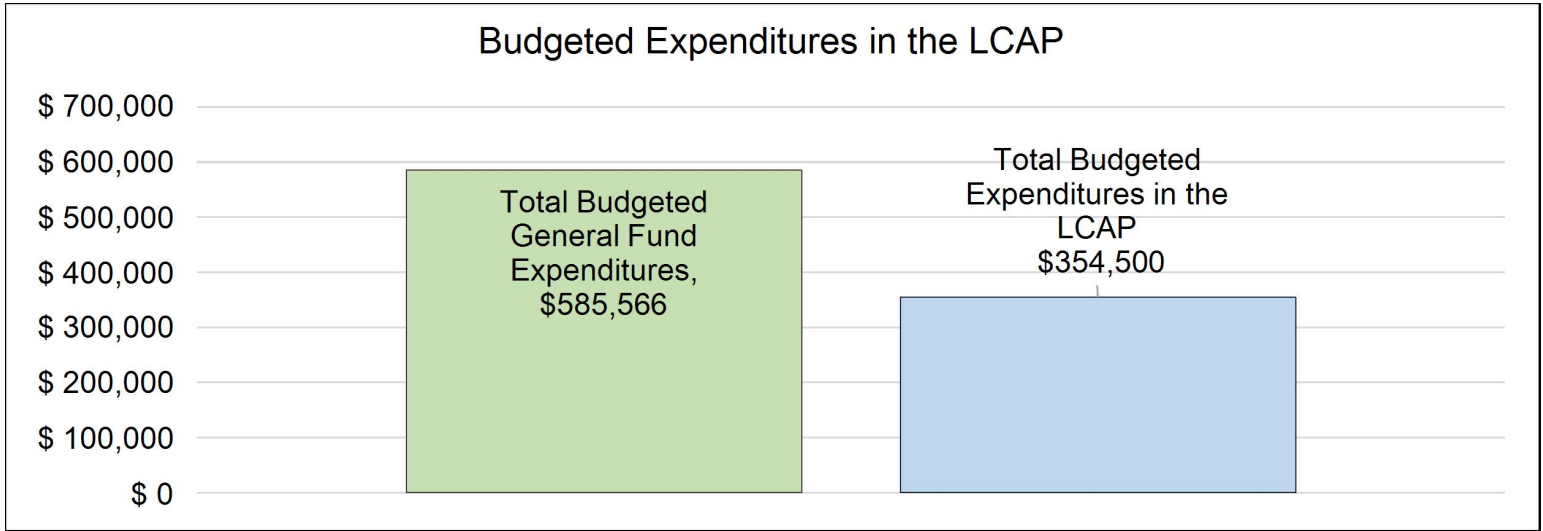


This chart shows the total general purpose revenue Olive Grove Charter - Buellton expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Olive Grove Charter - Buellton is \$570,155, of which \$475,312 is Local Control Funding Formula (LCFF), \$77,882 is other state funds, \$9,100 is local funds, and \$7,861 is federal funds. Of the \$475,312 in LCFF Funds, \$45,310 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Olive Grove Charter - Buellton plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Olive Grove Charter - Buellton plans to spend \$585,566 for the 2026-27 school year. Of that amount, \$354,500 is tied to actions/services in the LCAP and \$231,066 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The budgeted expenditures that are not included in the LCAP will be used for the following:

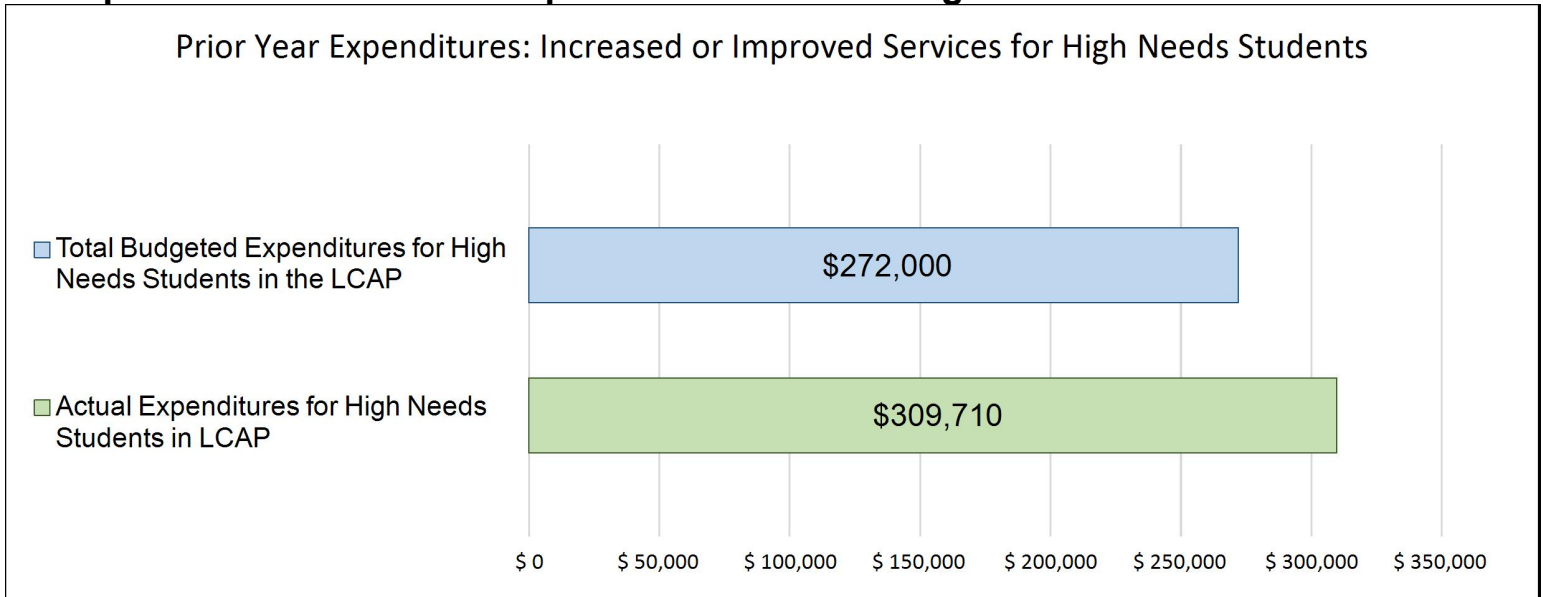
- Services and other operating expenses
- General liability insurance
- Facilities (rent)
- Contracted services
- Legal services
- Capital Outlay

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

In 2026-27, Olive Grove Charter - Buellton is projecting it will receive \$45,310 based on the enrollment of Foster Youth, English learner, and low-income students. Olive Grove Charter - Buellton must describe how it intends to increase or improve services for high needs students in the LCAP. Olive Grove Charter - Buellton plans to spend \$236,650 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Olive Grove Charter - Buellton budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Olive Grove Charter - Buellton estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Olive Grove Charter - Buellton's LCAP budgeted \$272000 for planned actions to increase or improve services for high needs students. Olive Grove Charter - Buellton actually spent \$309710 for actions to increase or improve services for high needs students in 2025-26.



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Olive Grove Charter - Buellton	Meg Rydman Superintendent	mrydman@olivegrovecharter.org 805-623-1111

Plan Summary [2026-27]

General Information

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

Olive Grove Charter - Buellton (OGCS) offers a flex-based, independent study program for students in grades TK-12. As a public charter school, we provide a personalized, hybrid learning environment designed for families seeking an alternative to the traditional school setting. Our model supports students whose unique academic goals, learning styles, or life circumstances require a more individualized approach to educational success.

OGCS is authorized through June 30, 2026 by the California State Board of Education (SBE), with operations overseen by the California Department of Education (CDE), to serve students residing in Santa Barbara County and adjoining counties. The Santa Ynez Valley Union High School District recently approved the school's renewal for a five-year term, July 1, 2026 through June 30, 2031.

Students attend individualized meetings with a certificated teacher on a regular basis. At this individualized meeting, the certificated teacher reviews previously assigned learning objectives and assignments, provides instructional support, delivers assessments, and assigns learning objectives and assignments. Parents/guardians are an integral part of the program's success. Parents/guardians of students in grades TK-8 are expected to be present at every meeting with the teacher of record. For students in grades 9-12 parents/guardians are encouraged to be present at every meeting, but are required to attend one meeting per month, at minimum. If parents/guardians are unable to attend or to support students academically, additional supports are put in place for the student to achieve academic and social-emotional success through each student's personalized independent study academic plan, as outlined in the Independent Study Agreement (ISA). As part of a systematic approach to grade level and post-secondary success, additional support options are offered for students in math and English-

language arts and for completion of University of California (UC) and California State University (CSU) A-G approved laboratory requirements in science and visual arts.

OGCS has a relatively high level of mobility, with many students enrolling after the start of the school year/semester, or departing prior to the conclusion of the semester. Additionally, many incoming high school students arrive with serious deficiencies in their course completion, both in terms of A-G completion as well as in relation to the completion of graduation requirements.

OGCS meets the needs of students that are looking for innovative options differing from those of the traditional educational system. Increasing numbers of students benefit from the student-centered, personalized learning model offered through this independent study teaching and learning environment. The OGCS model also supports students who must work to help support their families or are working in a professional setting. School systems, students, and parents/guardians seek out OGCS when it is believed a more personalized learning environment will support student academic outcomes and personal success.

Mission Statement:

The mission of Olive Grove Charter School is to prepare students with the skills necessary to self-advocate, communicate effectively, utilize technology responsibly, and pursue higher education or the workforce on their path to becoming successful adults. With the supportive leadership of their parents/guardians, credentialed teachers, and support team, our students utilize a rigorous, standards-based, online curriculum. Olive Grove is committed to an educational environment where TK-12 students excel at completing coursework and learning independently.

Core Values:

Partnership

- Entire team working together to achieve the same goal
- Parent involvement
- Staff involvement and support
- Accountability for all learning partners
- Building trust

Engagement

- Individualized, personalized support
- Learner-centered
- Rigorous curriculum
- Adaptability, flexibility
- Learning centers (safe space, optional in-person support)

Empowerment

- Fostering self-reliance
- Self-advocacy
- Responsibility
- Resilience

-Independence

Compassion

-Understanding and responding to individual students' situations

-Modeling and instilling equity and respect

-Prioritizing integrity

-Cultivating kindness

-Inclusive and accommodating

In 2025-2026 OGCS Buellton enrolled 37 students in grades TK-12, including 16.2% elementary students (grades TK-5), 5.4% middle school students (grades 6-8), and 78.3% high schools students (grades 9-12). At 45.9%, students in grade 12 made up the largest portion of the overall student population, followed by 10th grade students at 16.2%. (DataQuest 2025-26 Enrollment by Grade Report)

Of the 37 total enrolled students, 2.7% were English Learners, 0% were foster youth, 2.7% were homeless youth, 0.0% were in migrant education, 16.2% were students with disabilities, and 54.1% were socioeconomically disadvantaged students. (DataQuest 2025-26 Enrollment by Subgroup Report)

Hispanic or Latino students comprised 32.4% of enrolled students; White students 51.4%; and students with Two or More Races comprised 16.2%. (DataQuest 2025-26 Enrollment by Ethnicity Report)

In 2025-26, 59% of our students were in their first year of enrollment with OGCS and 33.3% were in their second year. 7.7% of the students had been enrolled for 3 or more years. (OGCS Student Information System)

OGCS Buellton's stability rate for 2024-25 was 51.9% for all students, 55.6% for Hispanic or Latino students, and 47.4% for White students. For reference, Santa Ynez Valley Union High School District's 2024-25 stability rate was 93.6% for all students, Santa Barbara County's stability rate was 91.8% for all students, and the Statewide stability rate was 91.7% for all students. (DataQuest 2024-25 Stability Rate Report)

Based on the 2023 California School Dashboard, OGCS does not have any required actions. The school did not receive Equity Multiplier funds, nor does it have 30+ English Learners (ELs) or 15+ Long-Term English Learners (LTELs) enrolled.

Reflections: Annual Performance

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

Over the past year, OGCS demonstrated both areas of success and challenges in its commitment to providing equitable, high-quality education in a flex-based, independent study setting.

Successes:

Conditions of Learning

-OGCS successfully ensured that 100% of teachers were credentialed and appropriately assigned for independent study, facilities were rated in “Good” condition, and all students had access to standards-aligned instructional materials and adequate technology.

Student Outcomes

-Improved performance in English Language Arts (ELA), Mathematics, and Science

--ELA average Distance From Standard (DFS) increased 87.3 points to 7.1 points below standard.

--Math average DFS increased 100.6 points to 86.6 points below standard. Proficiency rates increased to 25.0% meeting or exceeding standard for math, from 7.14% in 2024.

--Science increased 8.6 points to 43.8 science points.

Engagement

-Improved Chronic Absenteeism Rate - The chronic absenteeism rate decreased 15.5 %, from 21.4% to 5.9%.

-Suspension Rate - The school maintained a safe and supportive learning environment with a 0% suspension rate.

-School Climate & Satisfaction Satisfaction levels remain high according to annual surveys.

--Students generally view Olive Grove Charter School (OGCS) as a positive and safe environment:

- Safety and Security: 79% strongly agree that OGCS is a safe place.
- Welcoming Culture: 86% strongly agree that the school welcomes and values all people.
- Support Systems: 89% reported confidence in knowing how they are doing in school and how to access their grades and test scores.

--Parents/guardians view OGCS as a premier environment for safety and academic rigor:

- Safety & Security: 98% Positive
- Inclusivity: 97% Positive
- Understanding Academic Expectations/Student Progress: 94.5%

Challenges:

Based on Dashboard and local data, the school’s areas of greatest need include:

-Statewide Assessments: Performance on CAASPP assessments for ELA and Math remained low. While the DFSs improved, proficiency rates remain low relative to Statewide performance, at 30% met or exceeded for ELA and 25% met or exceeded for math.

-Graduation Rate - 61.5% of all students graduated, compared to 87.8% of all students graduating in the State. This represents the school’s decline of 5.1% from the 2024 Dashboard data, while the State increased 1%.

-College and Career Readiness: The percentage of students meeting UC/CSU A-G requirements was 0%, with no students completing both A-G and a CTE pathway.

OGCS embedded targeted actions within its LCAP to address these challenges and the individualized needs of students. These include:

-Increased In-Person Supports: Expansion of academic and social enrichment events, workshops, and individualized coaching sessions to mitigate isolation, support engagement, and remove barriers to attendance; Family outreach (Actions 2.1, 3.1, 3.4, 3.5)

-Targeted Interventions: Implementation of in-person and virtual tutoring, benchmark assessments, and individualized learning plans are supporting academic recovery (Action 2.2)

-State Testing Preparation: Administering interim assessments to increase familiarity and comfort levels with CAASPP test-taking strategies to improve participation and performance; Implementing testing preparation strategies, videos, checks for understanding woven into course

work and advisor meetings. (Action 2.3)

-College and Career Access: Efforts to improve college/career readiness include dual enrollment, career exploration, and UC/CSU preparatory pathways (Action 2.7)

OGCS continues to proactively address areas of concern - especially academic performance and college/career readiness - through a robust set of goals and actions tailored to its personalized learning model. The school's strategic approach to engaging educational partners, expanding interventions, and prioritizing student groups reflects a commitment to continuous improvement and equity. Continued efforts will focus on expanding and refining MTSS, implementation fidelity, particularly in intervention programming and college/career initiatives, to ensure all students are well-prepared for academic and life success. The 2026–27 LCAP reflects a focus on expanding intervention and fostering inclusive, supportive pathways toward academic and post-secondary success.

2023 Dashboard-identified needs, resulting in required actions included in this LCAP:

-None

OGCS did not receive Equity Multiplier funds, nor does it have 30+ English Learners (ELs) or 15+ Long-Term English Learners (LTELs) enrolled.

Learning Recovery Emergency Block Grant (LREBG)

For the 2026-27 LCAP year, OGCS has identified unexpended Learning Recovery Emergency Block Grant (LREBG) funds that will be utilized to support continuing recovery initiatives. In order to incorporate these unexpended LREBG funds into the 2026-27 LCAP, a needs assessment was conducted in conjunction with a review of State and local data alongside educational partner feedback.

The assessment determined that the school's greatest areas of need are to support robust student intervention programming, particularly in math, and to redevelop and refine its Multi-Tiered System of Supports (MTSS) framework. Together, these efforts will provide students with targeted assistance in executive functioning, time management, social-emotional development, and academic intervention with a specific focus on foundational math skills.

The specific LREBG-funded actions include:

Action 2.2 Intervention:

Develop and implement specific, targeted intervention programs in ELA and math for identified students.

Redevelop and refine the school's Multi-Tiered System of Supports (MTSS) framework to incorporate targeted interventions and resources to increase academic success, executive functioning, time management, and social-emotional development. [Also included in action 3.5.]

Alignment with Allowable Use: Provides additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning. Integrates evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs.

Rationale: This action directly addresses the identified need for additional support and intervention in foundational math skills. This action directly addresses the identified need for additional supports in executive functioning, time management, social-emotional support in order to improve engagement and social-emotional and academic achievement.

Action 3.5 Attendance Initiatives:

Redevelop and refine the school's Multi-Tiered System of Supports (MTSS) framework to incorporate targeted interventions and resources to increase academic success, executive functioning, time management, and social-emotional development. [Also included in action 2.2.]

Alignment with Allowable Use: Integrates evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs.

Rationale: This action directly addresses the identified need for additional supports in executive functioning, time management, social-emotional support in order to improve engagement and social-emotional and academic achievement.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

No schools identified as eligible.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers & Staff	<p>Weekly meetings were conducted with teachers and staff to discuss progress on LCAP actions and goals, current educational issues and to gather necessary feedback, which was subsequently incorporated into action plans.</p> <p>Surveys were conducted for teachers and staff, designed to gather their perspectives on student needs and potential updates to the LCAP.</p> <p>A midyear LCAP update was provided to staff.</p> <p>Teachers and staff are active participants in the Advisory Council, fostering collaborative decision-making processes.</p> <p>Data analysis and outreach to underrepresented groups were conducted as necessary, ensuring a diverse range of inputs were included in conversations and decisions about the school's function.</p>
Administrators	<p>Regular weekly meetings were held with administrators to facilitate continuous communication and collaboration towards achieving educational goals. This is an ongoing initiative.</p> <p>Administrators participated in surveys.</p> <p>A midyear LCAP update was provided to staff.</p> <p>Administrators are involved in the Advisory Council. Their participation not only streamlined the decision-making process but also facilitated a diversity of opinions, thereby enriching the overall educational strategy.</p>
Parents/Guardians	<p>Regular meetings with parents/guardians, students, and advisors foster open communication and encourage constructive feedback.</p>

Educational Partner(s)	Process for Engagement
	<p>These meetings emphasized the critical role parents and guardians play in their children's education.</p> <p>A local survey was conducted to gain a deeper understanding of the needs and aspirations of students, parents, and guardians. The collected data was thoroughly analyzed by leadership and the staff as a whole, enabling the school to identify areas for improvement.</p> <p>There is an established Advisory Council which meets four times per year and is open to parents, guardians, students, teachers, and administrative personnel. The purpose of this council is to develop and implement strategies to enhance the educational landscape of the school through active engagement with various educational partners.</p>
Students	<p>Regular meetings with parents/guardians, students, and advisors foster open communication and encourage constructive feedback.</p> <p>A local survey was conducted to gain a deeper understanding of the needs and aspirations of students, parents, and guardians. The collected data was thoroughly analyzed by leadership and the staff as a whole, enabling the school to identify areas for improvement.</p> <p>There is an established Advisory Council which meets four times per year and is open to parents, guardians, students, teachers, and administrative personnel. The purpose of this council is to develop and implement strategies to enhance the educational landscape of the school through active engagement with various educational partners.</p>
SELPA	<p>Participation in the CDE's Special Education Monitoring Processes Program/Technical support by the Program Specialist and/or other SELPA team members</p> <p>School staff's participation in the SELPA's Professional Learning Offerings</p>
Governing Board	<p>Conducted ongoing updates with the Governing Board to provide regular progress checks and allow for dialogue regarding objectives.</p> <p>Provided a midyear update to the Governing Board</p> <p>Public hearing</p> <p>Approval of the final draft of the LCAP</p>

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

Multiple data sources, including local surveys, student performance data, and educational partner feedback, are reviewed and analyzed to identify student needs, evaluate the effectiveness of current programs and services, and inform future actions. Progress toward LCAP goals is monitored through regular leadership and staff meetings, midyear updates, and Advisory Council discussions, allowing the schools to make adjustments as needed. The Board provides oversight through regular progress updates, public review of the LCAP, and final plan approval. This cyclical process of educational partner engagement, data analysis, implementation, monitoring, and refinement ensures that the schoolwide action plan remains responsive to student needs and aligned with the school's goals for continuous improvement.

Educational partner feedback continues to encourage us to implement additional in-person academic supports and to continue to develop and refine our intervention programming. Additionally, we continue to receive feedback indicating parents/guardians and students would like more opportunities for enrichment and social interactions for the students.

As 2026-27 is year three of the three-year LCAP cycle, minimal revisions were made to the goals and actions. These revisions included the increased focus on intervention and MTSS, as a result of the LREBG needs assessment. Additionally, some sub actions were added, removed, or revised, based on progress towards accomplishing them or the decision that they were no longer necessary or relevant.

However, during the development of the goals and actions for the initial year of this LCAP cycle, 2024-25, OGCS carefully considered educational partner engagement and feedback in the following ways.

In response to educational partner feedback regarding the development of in-person services, OGCS implemented the following actions:

- Employing and retaining qualified staff in every classification, with a focus on ensuring teachers are fully credentialed and appropriately assigned, according to independent study guidelines. (Action 1.1)
- Maintaining all facilities to be safe, clean, and in good repair to secure student welfare. (Action 1.2)
- Implementing additional in-person academic support services and arts and music offerings. (Action 2.3)
- Developing and deploying targeted intervention programs in ELA and Math for identified students, providing tailored guidance both virtually and in-person. (Action 2.2)
- Increasing in-person offerings and providing inclusive and diverse events for student enrichment. (Action 3.1)
- Providing regular individualized guidance to students to improve study habits and task completion. (Action 3.5)

In response to the feedback received from educational partners regarding the revision of intervention strategies and professional development efforts, OGCS developed a broad goal to address this feedback through the implementation of specific actions:

- Developing and deploying targeted intervention programs in ELA and Math for identified students, providing tailored guidance both virtually and in-person. (Action 2.1)
- Providing professional development and training in integrated ELD methods for core content teachers, overseen by the EL Coordinator, to improve access to State standards and ELD standards in reading, writing, listening, and speaking for EL students. (Action 2.3)
- Offering professional learning access through conferences and sessions in response to educational partners' feedback. (Action 2.5)

In response to feedback received from educational partners regarding the formation of college/career readiness programs, OGCS developed a broad goal to address this feedback with the following actions:

Conducting workshops and activities aimed at preparing students for college and career, including dual enrollment opportunities and expansion of career and technical education (CTE) options. (Action 2.7)

Developing individualized graduation plans tailored to the unique strengths, challenges, and future goals of students. (Action 3.6)

Offering elective courses, career exploration, and dual enrollment opportunities to provide multiple pathways to graduation and post-secondary success. (Action 3.6)

Providing regular individualized guidance to students to improve study habits and task completion. (Action 3.5)

In response to educational partner suggestions regarding the establishment of events, activities, and parent/guardian support programs, OGCS has developed a broad goal to address this feedback through specific actions:

Increasing in-person offerings and providing inclusive and diverse events for student enrichment. (Action 3.0)

Developing and implementing at least three workshops to enhance parental involvement and children's educational success. (Action 3.2)

Designating a parent/guardian liaison to coordinate communications, surveys, and resource connections. (Action 3.3)

Developing an orientation course to welcome students into an independent study scenario, facilitating a smoother transition. (Action 3.4)

Organizing community events and workshops to overcome barriers to attendance and emphasize the importance of education. (Action 3.4)

Offering targeted support services such as transportation assistance, access to supplies, mental health resources, and academic tutoring to eliminate barriers to attendance and encourage academic success. (Action 3.4)

In response to the feedback received from educational partners regarding the necessity to foster student engagement, OGCS has developed a broad goal to address this feedback through the implementation of attendance initiatives.

Increasing in-person offerings and providing inclusive and diverse events for student enrichment. (Action 3.0)

Incorporating community resources and supports to aid students. (Action 3.1)

Developing and implementing at least three workshops to enhance parental involvement and children's educational success. (Action 3.2)

Organizing community events and workshops to overcome barriers to attendance and emphasize the importance of education. (Action 3.4)

Offering targeted support services such as transportation assistance, access to supplies, mental health resources, and academic tutoring to eliminate barriers to attendance and encourage academic success. (Action 3.4)

Designating a parent/guardian liaison to coordinate communications, surveys, and resource connections. (Action 3.3)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Conditions of Learning Ensure all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities and equipment, as well as robust standards-aligned instructional materials and resources.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 7: Course Access (Conditions of Learning)</p>

An explanation of why the LEA has developed this goal.

With this goal the school aims to address two critical challenges in alignment with State Priorities 1 and 2. The first pertains to the provision of fundamental educational services, with a particular focus on adhering to state standards (Priority 2). To this end, the school is committed to ensuring that each educator possesses the appropriate credential and is well-equipped to perform their role. Furthermore, it is guaranteed that every student will have access to essential instructional materials that are in compliance with state standards. In addition, the school seeks to elevate student achievement and expand access to a broader range of courses (Priority 7). This objective will be realized through the introduction of an extensive, rigorous curriculum that meets grade-level standards and provides a solid foundation for further academic pursuits and career opportunities. In striving to attain these goals, significant attention is devoted to the upkeep of school facilities (addressed under Priority 1), to ensure an optimal learning environment. The ultimate aim is to ensure that each student has access to the curriculum, materials, and resources required to meet their individual needs. The successful accomplishment of these goals is anticipated to lead to equitable outcomes, heightened academic achievement, and enhanced distribution of resources throughout the school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers appropriately assigned and credentialed (1a)	2022-23 SARC Teachers Without Credentials & Misassignments: 0 Teacher Vacancies: 0 —	2023-24 SARC Teachers Without Credentials & Misassignments: 0.4	2024-25 SARC Teachers Without Credentials & Misassignments: 0 Teacher Vacancies: 0	Maintain	Teachers Without Credentials & Misassignments: 0 Teacher Vacancies: 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		100% appropriately assigned (per EC 44865) – Local Indicator: Met	Teacher Vacancies: 0 – 100% appropriately assigned (per EC 44865) – Local Indicator: Met	– 100% appropriately assigned (per EC 44865) – Local Indicator: Met		Appropriately assigned: 0 Local Indicator: No difference
1.2	Students who have access to standards-aligned instructional materials (1b)	2022-23 SARC 0% students lacking own assigned copy – Local Indicator: Met	2023-24 SARC 0% students lacking own assigned copy – Local Indicator: Met	2024-25 SARC 0% students lacking own assigned copy – Local Indicator: Met	Maintain	Students lacking own assigned copy: 0 Local Indicator: No difference
1.3	School facilities in good repair (1c)	2022-23 SARC School Facility Overall Rating: Good Repair Needed and Action Taken or Planned: None – Local Indicator: Met	2023-24 SARC School Facility Overall Rating: Good Repair Needed and Action Taken or Planned: None – Local Indicator: Met	2024-25 SARC School Facility Overall Rating: Good Repair Needed and Action Taken or Planned: None – Local Indicator: Met	Maintain	School Facility Overall Rating: No difference Repair Needed and Action Taken or Planned: No difference Local Indicator: No difference
1.4	Implementation of CA standards for all students, including how ELs have access to core standards and ELD standards (2)	Local Indicator: Met All EL students have access to CA standards and ELD standards through an integrated and designated ELD program.	Local Indicator: Met All EL students have access to CA standards and ELD standards through an integrated and	Local Indicator: Met All EL students have access to CA standards and ELD standards through an integrated and	Maintain	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			designated ELD program.	designated ELD program.		
1.5	Students with access to and enrolled in a broad course of study (7)	Local Indicator: Met	Local Indicator: Met	Local Indicator: Met	Maintain	No difference

Goal Analysis [2025-26]

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

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

There were no substantive differences in the planned actions and actual implementation. All planned actions were implemented.

Successes include:

- Staffing and Instruction: The school achieved a 100% credentialing and appropriate assignment rate for all teachers.
- Resources and Technology: The school ensured 100% student access to standards-aligned instructional materials and provided 1:1 Chromebook access to every student.
- Facilities: School facilities earned "Good" rating on the Facility Inspection Tool (FIT).
- Implementation of standards and access to broad course of study: Successfully met local indicators.

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.

A material difference between budgeted and estimated actual expenditures are due to a greater than anticipated need to replace devices.

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

Action 1.1: Staff recruitment, retention, induction, and mentoring - Highly Effective

The school achieved a 100% credentialing and appropriate assignment rate for all teachers. As shown in Metric 1.1, the school maintained its baseline of having zero teacher vacancies and zero teachers without credentials or misassignments, successfully meeting its local indicators.

Action 1.2: Facilities - Highly Effective

The action exceeded baseline expectations to improve school conditions. School facilities earned an "Exemplary" rating on the Facility Inspection Tool (FIT), moving up from the baseline "Good" overall rating established in previous years. The school maintained a record of requiring no planned or actual repairs, meeting its local indicator.

Action 1.3: Curriculum - Effective

The action successfully met its target of providing necessary learning tools to all students. The school ensured 100% student access to standards-aligned instructional materials, resulting in 0% of students lacking their own assigned copies. It also successfully met local indicators for implementing California standards for all students (including integrated and designated ELD programs for English Learners).

Action 1.4: Technology - Effective

The action successfully eliminated digital divides and supported online curriculum delivery. The school successfully provided 1:1 Chromebook access to every single student. This digital access directly supported Metric 1.5, allowing students to successfully access and enroll in a broad course of study.

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

No changes were made to the goal, metrics, target outcomes, or actions for the coming year.

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	Staff recruitment, retention, induction, and mentoring	Employ and retain qualified staff in every classification. Ensure teachers are fully credentialed and appropriately assigned, per independent study guidelines. Spending Items: Staffing-related costs Corresponding Metrics: Metric 1: Teachers appropriately assigned and credentialed (1a)	\$195,000.00	Yes
1.2	Facilities	Maintain all facilities to be safe, clean, and in good repair. Spending Items: Facility maintenance and safety provisions Corresponding Metrics:	\$3,500.00	No

Action #	Title	Description	Total Funds	Contributing
		Metric 3: School facilities in good repair (1c)		
1.3	Curriculum	<p>Provide standards-aligned instructional materials and resources for every student.</p> <p>Spending Items: Books, supplies, software, online curriculum</p> <p>Corresponding Metrics: Metric 2: Students who have access to standards-aligned instructional materials (1b) Metric 3: School facilities in good repair (1c) Metric 4: Implementation of CA standards for all students, including how ELs have access to core standards and ELD standards (2)</p>	\$15,000.00	No
1.4	Technology	<p>Maintain 1:1 student access to Chromebooks.</p> <p>Continue to provide portable Internet access to eligible students.</p> <p>Maintain appropriate and adequate technology resources for staff and student use in the learning center.</p> <p>Spending Items: Technology - Chromebooks, Hotspots, Internet/Wifi, Staff/facility technology</p> <p>Corresponding Metrics: Metric 2: Students who have access to standards-aligned instructional materials (1b) Metric 4: Implementation of CA standards for all students, including how ELs have access to core standards and ELD standards (2) Metric 5: Students with access to and enrolled in a broad course of study (7)</p>	\$10,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Student Outcomes Provide high-quality, equitable, and responsive instruction so that all students can reach their full academic potential.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 4: Pupil Achievement (Pupil Outcomes) Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>

An explanation of why the LEA has developed this goal.

The school is committed to enhancing student achievement across key academic disciplines through tailored support, on-campus services, and staff advancement. This strategy aligns with the State's Priority 4, which underscores the significance of performance on standardized assessments, preparedness for college and careers, and the reclassification rate of English learners. With a proactive approach, the school aims for EL students to successfully transition from English learners to proficient users of the language.

Moreover, the school is focused on strengthening initiatives that promote readiness for college and career paths, affirming its commitment to fulfilling the State's Priority 8. This objective, supported by the guidance of counselors, reflects the school's dedication to equity, curriculum excellence, and ongoing professional development. The school's actions are aimed at improving student outcomes in line with established educational standards.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Statewide assessments CAASPP ELA (4a)	2023 CA School Dashboard -All Students Color: No Data Distance from Standard: -95.9 (Declined Significantly) - 2023 CAASPP	2024 CA School Dashboard -All Students Color: No Data Distance from Standard: -94.4 (Maintained) - 2024 CAASPP	2025 CA School Dashboard -All Students Color: No Data Distance from Standard: -7.1 (Increased) - 2025 CAASPP	Change: Increase DFS: Decrease by 2 points Met/exceeded standard: Increase 3% for all groups	CA School Dashboard All Students Change: Increased (declined significantly to increased) DFS: Decreased 88.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		% Met/Exceeded Standard for ELA: All: 33.34% Foster Youth (FY): **% English Learner (EL): **% Socioeconomically Disadvantaged (SED): **% Students with Disabilities (SWD): **% Grades 3-5: **% Grades 6-8: **% Grade 11: **% ** Data suppressed (fewer than 11 students tested)	% Met/Exceeded Standard for ELA All: 33.33% Foster Youth (FY): **% English Learner (EL): **% Socioeconomically Disadvantaged (SED): **% Students with Disabilities (SWD): **% Grades 3-5: **% Grades 6-8: **% Grade 11: **% ** Data suppressed (fewer than 11 students tested)	% Met/Exceeded Standard for ELA All: 30.00% Foster Youth (FY): **% English Learner (EL): **% Socioeconomically Disadvantaged (SED): 9.09% Students with Disabilities (SWD): **% Grades 3-5: **% Grades 6-8: **% Grade 11: **% ** Data suppressed (fewer than 11 students tested)		CAASPP ELA % Met/Exceeded Standard All: -3.34 Foster Youth (FY): ** English Learner (EL): ** Socioeconomically Disadvantaged (SED): baseline ** to current 9.09% Students with Disabilities (SWD): ** Grades 3-5: ** Grades 6-8: ** Grade 11: ** ** Data suppressed (fewer than 11 students tested)
2.2	Statewide assessments CAASPP Math (4a)	2023 CA School Dashboard -All Students Color: No Data Distance from Standard: -139.2 (Declined Significantly) - 2023 CAASPP % Met/Exceeded Standard for Math: All: 9.52% FY: **% EL: **%	2024 CA School Dashboard -All Students Color: No Data Distance from Standard: -187.2 (Declined) - 2024 CAASPP % Met/Exceeded Standard for Math All: 7.14% FY: **% EL: **%	2025 CA School Dashboard -All Students Color: No Data Distance from Standard: -86.6 (Increased) - 2025 CAASPP % Met/Exceeded Standard for Math All: 25.00% FY: **% EL: **%	Change: Increase DFS: decrease by 2 points Met/exceeded standard: Increase 2% for all groups	CA School Dashboard All Students Change: Increased (declined significantly to increased) DFS: Decreased 52.6 CAASPP Math % Met/Exceeded Standard All: +15.48

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: **% SED: **% SWD: **% Grades 3-5: **% Grades 6-8: **% Grade 11: **% ** Data suppressed (fewer than 11 students tested)	SED: **% SWD: **% Grades 3-5: **% Grades 6-8: **% Grade 11: **% ** Data suppressed (fewer than 11 students tested)	SED: 0% SWD: **% Grades 3-5: **% Grades 6-8: **% Grade 11: **% ** Data suppressed (fewer than 11 students tested)		FY: ** EL: ** SED: baseline ** to current 0% SWD: ** Grades 3-5: ** Grades 6-8: ** Grade 11: ** ** Data suppressed (fewer than 11 students tested)
2.3	Statewide assessments CAST Science (4a)	2023 CAST Met/Exceeded Standard for Science: All: 27.27%	2024 CA School Dashboard -All Students No data (fewer than 11 students tested) – 2024 CAST Met/Exceeded Standard for Science All: 25.00%	2025 CA School Dashboard -All Students 43.8 science points (increased) – 2025 CAST Met/Exceeded Standard for Science All: 20.00%	Met/exceeded standard: Increase 3%	CAST Met/Exceeded All: -5.00
2.4	Students who have completed A-G requirements and/or CTE pathway (4b)	2023 Met UC/CSU Requirements and CTE Pathway Completion Report (Dashboard Additional Reports) **% Met UC/CSU Requirements **% Met Completed at Least One Career Technical Education (CTE) Pathway	2024 Met UC/CSU Requirements and CTE Pathway Completion Report (Dashboard Additional Reports) 16.7% Met UC/CSU Requirements 8.3% Met Completed at Least One Career	2025 Met UC/CSU Requirements and CTE Pathway Completion Report (Dashboard Additional Reports) 0% Met UC/CSU Requirements 7.7% Met Completed at Least One Career Technical	TBD when baseline data available	Met UC/CSU Requirements: -16.7 CTE Pathway Completion: -0.6 UC/CSU met and pathway complete: 0 (For all three of the above metrics, Year 1 Outcome is set as baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>**% Met UC/CSU Requirements AND Completed at Least One CTE Pathway</p> <p>** Data suppressed (fewer than 11 students)</p> <p>–</p> <p>2022-23 SARC 100% students enrolled in courses required for UC/CSU admission Number of students participating in CTE: 6</p>	<p>Technical Education (CTE) Pathway 0% Met UC/CSU Requirements AND Completed at Least One CTE Pathway</p> <p>–</p> <p>2023-24 SARC 100% students enrolled in courses required for UC/CSU admission</p> <p>Number of students participating in CTE: 0</p>	<p>Education (CTE) Pathway 0% Met UC/CSU Requirements AND Completed at Least One CTE Pathway</p> <p>–</p> <p>2024-25 SARC n/a% students enrolled in courses required for UC/CSU admission</p> <p>Number of students participating in CTE: n/a</p>		<p>data since no data was previously available.)</p> <p>Students enrolled in courses required for UC/CSU admission: n/a</p> <p>CTE participation: n/a</p>
2.5	Students who passed AP exams with the score of 3 or higher (4c)	<p>2023 College/Career Levels & Measures Report (Dashboard Additional Reports)</p> <p>** % of all students in the combined four- and five- year graduation rate who scored 3 or higher on at least two Advanced Placement exams</p> <p>** Data suppressed (fewer than 11 students)</p> <p>–</p> <p>2022-23 SARC</p>	<p>2024 College/Career Levels & Measures Report (Dashboard Additional Reports)</p> <p>0% of all students in the combined four- and five- year graduation rate who scored 3 or higher on at least two Advanced Placement exams</p> <p>0%</p> <p>–</p> <p>2023-24 SARC</p>	<p>2025 College/Career Levels & Measures Report (Dashboard Additional Reports)</p> <p>** % of all students in the combined four- and five- year graduation rate who scored 3 or higher on at least two Advanced Placement exams</p> <p>** Data suppressed (fewer than 11 students)</p>	TBD when baseline data available	<p>AP 3 or higher: n/a (Year 1 Outcome is set as baseline data since no data was previously available.)</p> <p>AP courses: 0</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		0% Students in AP courses	0% Students in AP courses	– 2024-25 SARC 0% Students in AP courses		
2.6	Students demonstrating readiness for college (4d)	2023 CA School Dashboard - College/Career All Students Status: No Data – 2023 College/Career Levels & Measures Report (Dashboard Additional Reports) Cohort Total: 8 **% Prepared **% Approaching Prepared **% Not Prepared ** Data suppressed (fewer than 11 students)	2024 CA School Dashboard - College/Career All Students Color: No Data Prepared: 0% – 2024 College/Career Levels & Measures Report (Dashboard Additional Reports) Cohort Total: 12 students 0% Prepared 25% Approaching Prepared 75% Not Prepared	2025 CA School Dashboard - College/Career All Students Color: No Data Prepared: **% – 2025 College/Career Levels & Measures Report (Dashboard Additional Reports) Cohort Total: 10 students ***% Prepared ***% Approaching Prepared ***% Not Prepared ** Data suppressed (fewer than 11 students)	TBD when baseline data available	CA School Dashboard No baseline data to use for calculation at this time. Prepared: n/a Approaching Prepared: n/a Not Prepared: n/a (For three of the above, Year 1 Outcome is set as baseline data since no data was previously available.)
2.7	English learner reclassification rate (4e)	Internal Data (based on 2023 Summative ELPAC & Other Reclassification Considerations) 0% reclassified for 2023-24 school year	Internal Data (based on 2024 Summative ELPAC & Other Reclassification Considerations) 0% reclassified for 2024-25 school year	Internal Data (based on 2025 Summative ELPAC & Other Reclassification Considerations) 0% reclassified for 2025-26 school year	Reclassified: Increase 3%	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	English learners making progress or maintaining 4 on ELPAC (4f)	2023 CA School Dashboard Color: None Current Rate: No data Change: No data (fewer than 11 students)	2024 CA School Dashboard Color: None Current Rate: No data Change: No data (fewer than 11 students)	2025 CA School Dashboard Color: None Making progress: **% ** Data suppressed (fewer than 11 students)	TBD when baseline data available	Data suppressed - fewer than 11 students
2.9	Other student outcomes: Benchmark assessments Reading (8)	Winter 2024 (Renaissance STAR) % students performing at or above grade level on reading benchmark: All: 48% Grades 3-5: **% Grades 6-8: **% Grade 11: **% ** Data suppressed (fewer than 11 students tested)	Winter 2024 (Renaissance STAR) % students performing at or above grade level on reading benchmark <ul style="list-style-type: none">All: 66.6%Grades 3-5: **%Grades 6-8: **%Grade 11: **% ** Data suppressed (fewer than 11 students tested)	Winter 2026 (i-Ready) % students performing at or above grade level on reading benchmark <ul style="list-style-type: none">All: 17.2%Grades 3-5: **%Grades 6-8: **%Grade 11: **% ** Data suppressed (fewer than 11 students tested)	All students and student groups performing at or above grade level on reading benchmark: Increase 3%	At or above benchmark: All: -30.8 Grades 3-5: ** Grades 6-8: ** Grade 11: ** ** Data suppressed (fewer than 11 students tested)
2.10	Other student outcomes: Benchmark assessments Math (8)	Winter 2024 (Renaissance STAR) % students performing at or above grade level: All: 11% Grades 3-5: **% Grades 6-8: **% Grade 11: **%	Winter 2024 (Renaissance STAR) % students performing at or above grade level on math benchmark	Winter 2026 (i-Ready) % students performing at or above grade level on math benchmark <ul style="list-style-type: none">All: 21.4%	All students and student groups performing at or above grade level on math benchmark: Increase 3%	At or above benchmark: All: +10.4 Grades 3-5: ** Grades 6-8: ** Grade 11: **

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		** Data suppressed (fewer than 11 students tested)	<ul style="list-style-type: none"> All: 67.9% Grades 3-5: **% Grades 6-8: **% Grade 11: **% ** Data suppressed (fewer than 11 students tested)	<ul style="list-style-type: none"> Grades 3-5: **% Grades 6-8: **% Grade 11: **% ** Data suppressed (fewer than 11 students tested)		** Data suppressed (fewer than 11 students tested)

Goal Analysis [2025-26]

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

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

There were no substantive differences in the planned actions and actual implementation. All planned actions were implemented.

Challenges:

A virtual college/career planning platform was not implemented.

Successes include:

Art and music workshops.

Full implementation of i-Ready for benchmark assessment progress monitoring and intervention support.

Implementation of CAASPP interims and test preparation programming.

Professional Development and Coaching - High levels of participation in conferences and workshops.

CTE courses/pathways added.

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.

Estimated actual expenses are higher than budgeted for actions 2.3, 2.5, and 2.7. Material differences in these actions are largely due to higher than anticipated personnel costs and higher than expected costs for products/courseware. For example, a portion of the costs for our teaching staff were re-allocated to 2.3 since they carried the bulk of the load in developing and implementing the test preparation programming, and in 2.7, costs for the CTE courses came in higher than anticipated.

Estimated actual expenses are lower than budgeted for actions 2.1 and 2.6. This is largely due to implementing fewer workshops and activities than planned.

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

Action 2.1: In-Person Services - Effective

This action directly drove academic improvements on state testing. On the 2025 CA School Dashboard, average Distance from Standard (DFS) increased from -94.4 points in 2024 to -7.1 points. Math scores also experienced a positive shift, with the percentage of students meeting or exceeding standards jumping from 7.14% in 2024 up to 25.00%, pulling the math DFS up by over 100 points to -86.6 points.

Action 2.2: Intervention - Partially Effective (Mixed Results)

The implementation of i-Ready and continuation of tutoring supported overall cohort growth on state testing. However, this action proved ineffective for some student groups.

Action 2.3: Assessments - Partially Effective (Mixed Results)

The action succeeded in stabilizing participation and increasing student familiarity with state testing formats. However, the local benchmark results show a major divergence after transitioning to an apparently more rigorous testing system.

Action 2.4: English Learners - Partially Effective (Mixed Results)

Although designated and integrated ELD programming continued and showed growth in participation and progress in the course material, this action failed to produce tangible metric growth during this cycle. Internal data shows that the English learner reclassification rate remained stagnant at 0% reclassified across the baseline year, Year 1, and Year 2 outcomes, missing the target of a 3% increase. Progress monitoring on the ELPAC was suppressed due to small subgroup sizing (fewer than 11 students).

Action 2.5: Students with Disabilities - Effective

The collaborative approach between general and special education educators yielded successful results that benefited this student group.

Action 2.6: Professional Development - Effective

High teacher participation in specialized conferences and workshops facilitated the instructional shifts that drove the improvements in state testing results.

Action 2.7: College and Career Pathways - Partially Effective

The percentage of high school graduates completing UC/CSU A-G requirements fell from 16.7% in 2024 down to 0% in 2025. But it is difficult to accurately evaluate the metrics, as much data is suppressed due to small n sizes.

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.

Action 2.2 - Added Learning Recovery Emergency Block Grant (LREBG) action step, "Redevelop and refine the school's MTSS framework to incorporate targeted interventions and resources to increase academic success, executive functioning, time management, and social-emotional development. Also relates to action 3.5."

Action 2.7 - Will no longer be pursuing a virtual college/career planning platform. Added 26-27 as a planning year for the development and implementation of an AVID program.

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	In-Person Services	<p>Increase in-person academic support services, including but not limited to additional instructional time and small- group instruction.</p> <p>Develop and implement arts and music offerings.</p> <p>Spending Items: Arts & music programming In-person activities</p> <p>Corresponding Metrics: Metric 1: Statewide assessments CAASPP ELA (4a) Metric 2: Statewide assessments CAASPP Math (4a) Metric 3: Statewide assessments CAST Science (4a) Metric 9: Other student outcomes: Benchmark assessments Reading (8) Metric 10: Other student outcomes: Benchmark assessments Math (8)</p>	\$2,500.00	
2.2	Intervention	<p>Provide in-person and/or virtual tutoring.</p> <p>Develop and implement specific, targeted intervention programs in ELA and math for identified students. [LREBG]</p> <p>Collaborate with staff and families to identify effective instructional strategies and resources that address the unique needs and strengths of unduplicated students.</p> <p>Redevelop and refine the school's Multi-Tiered System of Supports (MTSS) framework to incorporate targeted interventions and resources to</p>	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>increase academic success, executive functioning, time management, and social-emotional development. Also relates to action 3.5. [LREBG]</p> <p>LREBG Funds Supporting this action: \$925</p> <p>Spending Items: Teaching & Learning Support Coordinator Tutors Intervention programming/materials Coaching/Professional Development</p> <p>Corresponding Metrics: Metric 1: Statewide assessments CAASPP ELA (4a) Metric 2: Statewide assessments CAASPP Math (4a) Metric 3: Statewide assessments CAST Science (4a) Metric 9: Other student outcomes: Benchmark assessments Reading (8) Metric 10: Other student outcomes: Benchmark assessments Math (8)</p>		
2.3	Assessments	<p>Increase familiarity and comfort levels with CAASPP in an effort to reach 95% participation rates.</p> <p>Implement CAASPP test preparation strategies.</p> <p>Administer benchmark assessments and use the results to drive interventions and instruction.</p> <p>Spending Items: Test preparation, Benchmark assessments</p> <p>Corresponding Metrics: Metric 1: Statewide assessments CAASPP ELA (4a) Metric 2: Statewide assessments CAASPP Math (4a) Metric 3: Statewide assessments CAST Science (4a)</p>	\$9,500.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	English Learners	<p>EL Coordinator will provide EL students with access to State standards and ELD standards around reading, writing, listening, and speaking through designated ELD programming.</p> <p>EL coordinator will oversee/implement professional development and training in integrated ELD methods for core content teachers.</p> <p>Spending Items: EL Coordinator ELD programming, materials</p> <p>Corresponding Metrics: Metric 7: English learner reclassification rate (4e) Metric 8: English learners making progress or maintaining 4 on ELPAC (4f)</p>	\$10,000.00	Yes
2.5	Students with Disabilities	<p>General education teachers, case managers, and SPED support providers will function as a team to plan and implement appropriate adaptations, modifications, and/or accommodations to instruction.</p> <p>Research-based academic interventions will be utilized and guided by data-driven goals generated via intermittent reviews of progress and benchmark assessment data.</p> <p>Spending Items: Special Education personnel & services</p> <p>Corresponding Metrics: Metric 1: Statewide assessments CAASPP ELA (4a) Metric 2: Statewide assessments CAASPP Math (4a) Metric 3: Statewide assessments CAST Science (4a) Metric 9: Other student outcomes: Benchmark assessments Reading (8) Metric 10: Other student outcomes: Benchmark assessments Math (8)</p>	\$50,000.00	No
2.6	Professional Development and Coaching	Provide access to professional learning through conferences and/or internal or external professional learning sessions, trainings, or workshops.	\$3,500.00	No

Action #	Title	Description	Total Funds	Contributing
		Spending Items: Professional development		
2.7	College/Career	<p>Provide workshops and activities geared towards college and career readiness, including but no limited to:</p> <ul style="list-style-type: none"> -Reviewing post secondary options -College options/preparedness (Applications, Entrance exams, Financial aid/FAFSA) -Career options/preparedness -Resume writing, interview skills -Career talks/presentations -Dual Enrollment <p>Enhance CTE options</p> <p>Field trips to local community colleges and 4-year colleges and universities</p> <p>Develop and implement AVID program - 2026-27 will be a planning and development year.</p> <p>Spending Items: Counselor Workshops (promotion, materials, food, etc.) Planning platform</p> <p>Corresponding Metrics: Metric 4: Students who have completed A-G requirements and/or CTE pathway (4b) Metric 5: Students who passed AP exams with the score of 3 or higher (4c) Metric 6: Students demonstrating readiness for college (4d)</p>	\$10,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Engagement Foster a welcoming and inclusive environment for all parents/guardians, families, and educational partners in support of all students' personal and academic success.	Broad Goal

State Priorities addressed by this goal.

<ul style="list-style-type: none"> Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

The primary aim of this goal is to augment the infrastructure for parent/guardian engagement, thereby escalating the amount of parental feedback and active participation within the decision-making process and programs (Priority 3). The second aim is to conceive and enforce strategies with the aim of reducing the instance of chronic absenteeism and dropout rates, while increasing the graduation rate (Priority 5). It is anticipated that an increase in parental engagement will facilitate the development of a more inclusive, supportive school environment, thus providing the foundation for the successful accomplishment of the overall objective. As part of the effort to address the issues of chronic absenteeism and dropout rates, all strategies will align with Priority 5. These actions are projected to cultivate a more positive schooling atmosphere, aiding in the achievement of equal outcomes for all students. In addition, these steps will serve to build robust partnerships with families and the community at large.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent input in decision-making; parental participation in programs for unduplicated pupils & students with exceptional needs (3)	2024 California Healthy Kids Survey (CHKS) California School Parent Survey: 90.3% average of parents/guardians reporting strongly agree/agree in response to "Promotion	2025 California Healthy Kids Survey (CHKS) California School Parent Survey: 97% average of parents/guardians reporting strongly agree/agree in	2026 California Healthy Kids Survey (CHKS) Did not administer – 2026 Local Survey Parents/Guardians :	Maintain	Parental involvement: n/a System of communication: - 0.4 Values input: +8.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		of Parental Involvement” questions – 2024 Local Survey Parents/Guardians: 98.2% of respondents strongly agree/ somewhat agree "OGCS has a good system of communication and information sharing." 85.2% of respondents strongly agree/somewhat agree "OGCS values input, ideas, and collaboration." – Local Indicator: Met	response to “Promotion of Parental Involvement” questions – 2025 Local Survey Parents/Guardians : 98% of respondents strongly agree/ somewhat agree "OGCS has a good system of communication and information sharing." 94% of respondents strongly agree/somewhat agree "OGCS values input, ideas, and collaboration." – Local Indicator: Met	97.8% of respondents strongly agree/ somewhat agree "OGCS has a good system of communication and information sharing." 93.4% of respondents strongly agree/somewhat agree "OGCS values input, ideas, and collaboration." – Local Indicator: Met		Local Indicator: No difference
3.2	Attendance rate (5a)	2023-24 Student Information System 96.28% present as of P2 (4/12/24)	2024-25 Student Information System 94.71% present as of P2 (4/11/25)	2025-26 Student Information System 94.50% present as of P2 (4/3/26)	Maintain at least 95% present	-1.78
3.3	Chronic absenteeism rate (5b)	2023 CA School Dashboard <ul style="list-style-type: none"> All Students 	2024 CA School Dashboard	2025 CA School Dashboard	Decrease to less than 25%	-23.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Color: No data Current Rate: 29.2% (Increased) <ul style="list-style-type: none"> White Color: No data Current Rate: 23.1% (Increased)	<ul style="list-style-type: none"> All Students Color: No data Current Rate: 21.4% (Declined) <ul style="list-style-type: none"> White Color: No data Current Rate: No data (fewer than 11 students)	<ul style="list-style-type: none"> All Students Color: No data Current Rate: 5.9% (Declined) <ul style="list-style-type: none"> White Color: No data Current Rate: No data (fewer than 11 students)		
3.4	Middle school dropout rate (5c)	2023-24 CALPADS Report 1.24 Grades 7-8: 0%	2024-25 CALPADS Report 1.24 Grades 7-8: 0%	2025-26 CALPADS Report 1.24 Grades 7-8: 0%	Maintain	0
3.5	High school dropout rate (5d)	2022-23 Four-Year Adjusted Cohort Outcome (DataQuest) **% Four-year cohort dropout rate ** Data suppressed (fewer than 11 students)	2023-24 Four-Year Adjusted Cohort Outcome (DataQuest) 33% Four-year cohort dropout rate	2024-25 Four-Year Adjusted Cohort Outcome (DataQuest) ***% Four-year cohort dropout rate ** Data suppressed (fewer than 11 students)	TBD when baseline data available	** n/a (Year 1 Outcome is set as baseline data since no data was previously available.)
3.6	High school graduation rate (5e)	2023 CA School Dashboard All Students: Color: None Current Rate: No data Change: No data (fewer than 11 students) – 2022-23 Four-Year Adjusted Cohort	2024 CA School Dashboard <ul style="list-style-type: none"> All Students: Color: None Current Rate: 66.7% graduated Change: No data – 2023-24 Four-Year Adjusted Cohort Graduation Rate (DataQuest)	2025 CA School Dashboard <ul style="list-style-type: none"> All Students: Color: None Current Rate: 61.5% graduated Change: Declined – 2024-25 Four-Year Adjusted Cohort Graduation Rate (DataQuest)	TBD when baseline data available	-5.2 (Year 1 Outcome is set as baseline data since no data was previously available.)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Graduation Rate (DataQuest) **% Four-year cohort graduation rate ** Data suppressed (fewer than 11 students)	66.7% Four-year cohort graduation rate	***% Four-year cohort graduation rate ** Data suppressed (fewer than 11 students)		
3.7	Suspension rate (6a)	2023 CA School Dashboard • All Students Color: Blue Current Rate: 0% (Maintained)	2024 CA School Dashboard • All Students Color: Blue Current Rate: 0% (Maintained)	2025 CA School Dashboard • All Students Color: Blue Current Rate: 0% (Maintained)	Maintain	0
3.8	Expulsion rate (6b)	2022-23 Expulsion Rate (DataQuest) 0%	2023-24 Expulsion Rate (DataQuest) 0%	2024-25 Expulsion Rate (DataQuest) 0%	Maintain	0
3.9	Surveys measuring safety & connectedness (6c)	2024 CHKS Student Survey: 68% Average reporting "Pretty much true" or "Very much true" for "Caring relationships-adults in school" California School Parent Survey: 79% of parents/guardians indicate they strongly agree/agree the "school provides quality counseling and supports for students with social or emotional needs."	2025 CHKS Student Survey: 69.3% Average reporting "Pretty much true" or "Very much true" for "Caring relationships-adults in school" California School Parent Survey: 100% of parents/guardians indicate they strongly agree/agree the "school provides quality counseling	2026 California Healthy Kids Survey (CHKS) Did not administer – 2026 Local Survey Parent/Guardian, Student, and Staff Surveys: Respondents who indicate they strongly agree/somewhat agree with the statement, "OGCS is a safe and secure place to be." 97.8% of parents/guardians	Maintain or increase	Caring relationships: n/a Quality counseling: n/a Treat with respect: n/a Safe secure: Parents/guardians +10.8 Students -5.5 Staff +3.7 Welcoming: Parents/guardians +0.5 Students -4.2 Staff -6.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>100% of parents/guardians indicate they strongly agree/agree the "school treats all students with respect."</p> <p>–</p> <p>2024 Local Survey Parent/Guardian, Student, and Staff Surveys: Respondents who indicate they strongly agree/ somewhat agree with the statement, "OGCS is a safe and secure place to be." 87% of parents/guardians 98.5% of students 91.7% of staff</p> <p>Respondents who indicate they strongly agree/ somewhat agree with the statement, "OGCS is welcoming and values all people." 96.3% of parents/guardians 98.5% of students 97.3% of staff</p>	<p>and supports for students with social or emotional needs." 70% of parents/guardians indicate they strongly agree/agree the "school treats all students with respect."</p> <p>–</p> <p>2025 Local Survey Parent/Guardian, Student, and Staff Surveys: Respondents who indicate they strongly agree/ somewhat agree with the statement, "OGCS is a safe and secure place to be." 98% of parents/guardians 96.3% of students 90.9% of staff</p> <p>Respondents who indicate they strongly agree/ somewhat agree with the statement, "OGCS is</p>	<p>93.0% of students 95.4% of staff</p> <p>Respondents who indicate they strongly agree/ somewhat agree with the statement, "OGCS is welcoming and values all people." 96.8% of parents/guardians 94.3% of students 90.9% of staff</p>		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			welcoming and values all people." 97% of parents/guardians 97.8% of students 100% of staff			
3.10	Other student outcomes: Student to counselor ratio (8)	2022-23 SARC 48.75	2023-24 SARC 58	2024-25 SARC 58	Maintain	+9.25
3.11	Other student outcomes: # Counselor (FTE) assigned to school (8)	2022-23 SARC 0.8	2023-24 SARC 0.5	2024-25 SARC 0.5	Maintain	-0.3

Goal Analysis [2025-26]

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

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

There were no substantive differences in the planned actions and actual implementation. All planned actions were implemented.

Challenges:

Parent/Guardian Support/Training - Only 1 of 3 parent workshops was implemented.

Successes include:

Increased in-person offerings.

Added Care Solace to the partnerships to support mental health.

Annual perception surveys continue to demonstrate a strong sense of safety and belonging.

Individualized coaching and targeted supports continued to remove barriers, decreased chronic absenteeism, and improved student perceptions.

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.

Material differences between budgeted and estimated actual expenditures for actions 3.1 and 3.3 are largely due to implementing fewer workshops and activities than planned. For 3.2, many free resources were utilized, reducing expenditures.

Estimated actual expenditures came in higher than planned for actions 3.4 and 3.5 due to higher than anticipated personnel costs.

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

Action 3.1: Student and Family Events/Activities - Highly Effective

Successfully maintained a strong school culture, with over 93% of students and 96% of parents reporting a high sense of safety, welcoming environment, and belonging. It also helped maintain a 0% suspension and expulsion rate.

Action 3.2: Mental Health Support - Highly Effective

Activating partnerships with Soluna, Brightlife Kids, and Care Solace provided critical emotional backing.

Action 3.3: Parent/Guardian Support/Training - Limited effectiveness

The effectiveness of this action is limited because the school only held 1 of the 3 planned parent workshops.

Action 3.4: Family Communication & Involvement - Highly Effective

The school's Advisory Council met four times as intended. Communication infrastructure excelled, resulting in 97.8% of parents praising the information-sharing system and 94% feeling their input is genuinely valued (an 8.2% jump from the baseline).

Action 3.5: Attendance Initiatives - Partially Effective (Mixed Results)

Individualized regular student coaching helped improve overall student attendance slightly, rising to 93.24% present (+1.02% from baseline). However, chronic absenteeism remains an area of concern; the overall chronic absenteeism rate climbed significantly from baseline up to 30.4%. The initiatives were ineffective for Socioeconomically Disadvantaged (SED) and Hispanic student groups, whose chronic absenteeism rates climbed sharply from baseline by +18.2% and +15.9% respectively.

Action 3.6: Graduation Promotion and Dropout Prevention - Highly Effective

Student tracking systems and individualized graduation plans yielded success. The overall four-year cohort graduation rate rose significantly to 86.7%, marking an impressive +45.0% increase from baseline. Student group data also demonstrated progress, with the graduation rate for SED students increasing by +23.9% and Hispanic students increasing by +37.3%. Concurrently, these support strategies successfully drove down the four-year high school dropout rate by -7% from baseline.

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.

Action 3.5 - Will no longer be offering an orientation course to onboard students into the independent study setting. Resources will instead be housed in a shared Drive. Added LREBG action step, "Redevelop and refine the school's MTSS framework to incorporate targeted interventions and resources to increase academic success, executive functioning, time management, and social-emotional development. Also relates to action 2.2."

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student and Family Events/Activities	<p>Provide increased in-person offerings, including enrichments, social events, clubs, activities.</p> <p>Provide a variety of field trips and opportunities for community involvement.</p> <p>Organize events and celebrations that highlight the richness of diversity within the school community and promote inclusivity and acceptance among all students.</p> <p>Spending Items: Events-materials, marketing/promotion Clubs, enrichments Field trips</p> <p>Corresponding Metrics: Metric 1: Parent input in decision-making; parental participation in programs for unduplicated pupils & students with exceptional needs (3) Metric 9: Surveys measuring safety & connectedness (6c)</p>	\$500.00	No
3.2	Mental Health	<p>Incorporate community resources and supports, such as programs provided through local non-profit organizations (YouthWell, Casa Pacifica, County Behavioral Wellness) and the State (Soluna, Brightlife Kids).</p> <p>Spending Items: Promoting partnerships</p> <p>Corresponding Metrics: Metric 4: Middle school dropout rate (5c) Metric 5: High school dropout rate (5d) Metric 7: Suspension rate (6a) Metric 8: Expulsion rate (6b)</p>	\$250.00	No
3.3	Parent/Guardian Support/Training	<p>Develop and implement at least 1 workshop geared towards parent/guardian training in how to support their children to be successful in</p>	\$250.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>school and to enhance parental involvement and advocacy for their children's education.</p> <p>Spending Items: Parent/Guardian workshops - promotion, speakers, materials</p> <p>Corresponding Metrics: Metric 1: Parent input in decision-making; parental participation in programs for unduplicated pupils & students with exceptional needs (3)</p>		
3.4	Family Communication & Involvement	<p>Designate a parent/guardian liaison (Family Support Coordinator) to manage and coordinate communications with parents, to conduct surveys, to connect families to community resources, and to communicate with families in Spanish.</p> <p>Administer annual perception surveys (e.g., CA Healthy Kids Survey, parent/guardian satisfaction survey, etc.)</p> <p>Advisory Council</p> <p>Spending Items: Family Support Coordinator ParentSquare CHKS</p> <p>Corresponding Metrics: Metric 1: Parent input in decision-making; parental participation in programs for unduplicated pupils & students with exceptional needs (3) Metric 9: Surveys measuring safety & connectedness (6c)</p>	\$13,500.00	No
3.5	Attendance Initiatives	<p>Advisors, education specialists, and counselors will provide individualized coaching to students on a regular basis to improve study habits and work completion. This will be accomplished through their regular meetings and intermediary support strategies (checklists, texts, email communications, other reminders/check ins).</p>	\$3,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Provide resources and strategies for staff to incorporate culturally responsive practices into their methods and interactions with students and families.</p> <p>Host community events and workshops aimed at addressing barriers to attendance and promoting the importance of education.</p> <p>Offer targeted support services such as transportation assistance, access to supplies, mental health resources, and academic tutoring to remove barriers to attendance and promote student success.</p> <p>Redevelop and refine the school's MTSS framework to incorporate targeted interventions and resources to increase academic success, executive functioning, time management, and social-emotional development. Also relates to action 2.2. [LREBG]</p> <p>LREBG Funds Supporting this action: \$925</p> <p>Spending Items: Attendance monitoring and support</p> <p>Corresponding Metrics: Metric 2: Attendance rate (5a) Metric 3: Chronic absenteeism rate (5b)</p>		
3.6	Graduation Promotion and Dropout Prevention	<p>Ensure accurate reporting of graduates/transfers/withdrawals.</p> <p>Implement a comprehensive tracking system to identify students who are at risk of not graduating on time or dropping out.</p> <p>Develop individualized graduation plans students, taking into account their unique strengths, challenges, and post-secondary goals.</p> <p>Provide ongoing monitoring and support to ensure students are on track to meet graduation requirements and receive timely interventions if they fall behind.</p>	\$7,500.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Offer elective courses, career exploration, and dual enrollment opportunities that align with students' interests and aspirations, providing multiple pathways to graduation and post-secondary success.</p> <p>Spending Items: Counselor</p> <p>Corresponding Metrics: Metric 4: Middle school dropout rate (5c) Metric 5: High school dropout rate (5d) Metric 6: High school graduation rate (5e) Metric 10: Other student outcomes: Student to counselor ratio (8) Metric 11: Other student outcomes: # Counselor (FTE) assigned to school (8)</p>		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$45,310.00	\$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
10.537%	0.000%	\$0.00	10.537%

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	<p>Action: Staff recruitment, retention, induction, and mentoring</p> <p>Need: Needs: The school community has ascertained that there's a compelling requirement for "Staff recruitment, retention, induction, and mentoring". This necessity emerged from because where students lack access to</p>	<p>Explanation: The primary focus is on the action of staff recruitment, induction, retention, and mentoring. This is executed LEA-wide to ensure that all students are provided with the advantage of instruction from fully qualified and appropriately assigned staff. Fully certificated teachers will help prevent and remedy potential gaps in student learning and overall scholastic development.</p> <p>Rationale:</p>	Metric 1: Teachers appropriately assigned and credentialed (1a)

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
	<p>adequate instructors, it can potentially create gaps in their education and overall academic growth. The essence of the requirement is to ensure that all student groups across the school have access to adequately qualified and suitably positioned staff.</p> <p>Assessment: The action is designed to address these needs by making certain that every classification is equipped with the recruitment and retention of qualified personnel. It makes sure that teachers are completely credentialed and correctly assigned as per independent study guidelines, thereby ensuring access to quality education for all student groups. The action extends across the entire school to guarantee that all student groups, irrespective of their unique situations, gain from the hiring and retention of capable staff. The success of the action is measurable through the percentage in fully credentialed and appropriately assigned teachers.</p> <p>Scope: LEA-wide</p>	<p>Applying this action across the LEA is central towards maximizing academic outcomes for every student and to ward off any inconsistencies in the education quality across the school. The successful implementation of this action can be tracked through measures such as the count of fully qualified teachers. This action attempts to make certain that all student groups, irrespective of their distinct circumstances, gain from a structured approach towards the recruitment and retention of commendable staff.</p>	
1.4	<p>Action: Technology</p> <p>Need: Needs: The needs identified within the school revolve around enhancing technological access and resources. All student groups require individual access to a device for their academic endeavors. There is also an</p>	<p>Explanation: The purpose for the LEA-wide scope of the action primarily hinges on the need to address the established prerequisites of every student group within the school. This is of vital importance where the curriculum is almost exclusively delivered online, requiring that every student have individual access to technological tools such as Chromebooks, as well as reliable internet connectivity. It is not just about the students alone:</p>	<p>Metric 2: Students who have access to standards-aligned instructional materials (1b) Metric 4: Implementation of CA standards for all students, including how ELs have access to core standards and ELD standards (2)</p>

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
	<p>apparent necessity to furnish portable Internet access to eligible pupils, which often stems from the unavailability or unreliability of home Internet connections. Moreover, it is integral to provide the adequate and contemporary technological resources to both the staff and students within the learning center.</p> <p>Assessment: The action was formulated aiming to address these technology related needs. It proposes to maintain a 1:1 student to Chromebook ratio, guaranteeing that every student has access to the necessary digital apparatus for their studies. Portable Internet access is also planned to be provided to eligible pupils, eradicating the digital divide and ensuring uninterrupted learning. Moreover, this action will guarantee that the learning center is suitably outfitted with updated and sufficient digital resources for the staff as well as the students.</p> <p>Scope: LEA-wide</p>	<p>adequate technology resources must also be made available to staff to aid in successfully assisting the students, regardless of whether the learning process is remote or in-person. This extensive scope is formulated to ensure that each student and staff member, across the school, is provided with the necessary tools needed for effective teaching and learning.</p> <p>Rationale: The reasoning behind implementing this action is rooted in the desire to bridge the technology gap, ensuring equitable access to education across the school. Providing individual access to technology for each student and ensuring every member of staff is adequately equipped creates an environment conducive for effective and smooth learning. In a broader sense, this move is not just necessary, but vital in promoting education equity across the entire school. The LEA-wide scope is therefore deemed the most effective strategy to implement the Technology action.</p>	<p>Metric 5: Students with access to and enrolled in a broad course of study (7)</p>
<p>3.5</p>	<p>Action: Attendance Initiatives</p> <p>Need: Needs: Various demands in the student community necessitated the creation of the Attendance Initiatives. These needs encompass: Firstly, a call for guidance and consistent coaching to bolster study habits and task completion, especially in a self-guided study environment,</p>	<p>Explanation: The intention behind the broad execution strategy is to enable a homogeneous and systematized approach to combat obstacles hindering regular student attendance and bolster their academic success throughout all the LEA.</p> <p>Rationale: This sweeping scope significantly benefits diverse student demographics. Notably, students enrolled in independent study programs, where the call for substantial support to achieve learner autonomy is</p>	<p>Metric 2: Attendance rate (5a) Metric 3: Chronic absenteeism rate (5b)</p>

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
	<p>arising from students' struggles with time management and maintaining motivation. Secondly, a need for culturally sensitive practices to better staff-student interactions and nurture a more inclusive school atmosphere, rooted in the diverse backgrounds of the student population. Lastly, a requirement for community involvement and resources to overcome attendance obstacles and emphasize the value of education. This requirement is particularly emphasized among SED students due to their frequently noted challenges such as transport issues and lack of access to essential resources.</p> <p>Assessment: In response to these needs, the Attendance Initiatives have outlined various strategies. An orientation program is to be established to integrate students into the self-paced study environment, along with regular coaching from advisors, education experts, and counselors to foster improved study habits. Staff will be equipped with resources and techniques to implement culturally sensitive practices in their approach. Community events and workshops will be organized to tackle attendance obstacles, alongside the provision of focused support services to eliminate these hindrances and foster student success. The action encompasses all student groups, focusing particularly on unduplicated students. The action is all-encompassing, addressing the academic, socio-economic, and cultural needs of the students. The action's effectiveness will be measured through the reduction of chronic absenteeism among unduplicated students, as</p>	<p>pivotal, will also reap significant advantages from this comprehensive LEA-wide strategy. By committing to this extensive scope, the LEA fosters an inclusive education system positioned to nurture all students' unique needs and challenges. This enables the provision of essential academic tools and backing to help students flourish both academically and personally.</p>	

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
	<p>well as across the board improvements in study habits and task completion. The action's success will be gauged through regular check-ins and student progress assessments.</p> <p>Scope: LEA-wide</p>		

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
2.2	<p>Action: Intervention</p> <p>Need: Needs: The school community identified several needs that led to the creation of an action plan titled "Intervention." These needs emphasized targeted educational support for all students, with a particular emphasis on unduplicated students. These groups were found to need additional aid in English Language Arts (ELA) and Mathematics, with Mathematics being recognized as a prominent area of concern for the groups in question.</p> <p>Assessment: In response to the identified needs, the "Intervention" action plan encompasses a</p>	<p>Explanation: The action "Intervention" is designed with a restricted focus, aimed specifically to serve student groups that have been identified as needing extra support, particularly in English Language Arts (ELA) and Mathematics. This includes all students, with a distinct emphasis on unduplicated students. Key features of this action include in-person or virtual tutoring, tailored intervention programs in ELA and Mathematics, and cooperation between staff and families to identify the most effective instructional strategies. The narrower scope of this action allows for a concentrated focus on the students with the highest needs.</p> <p>Rationale: The reasoning for the restricted scope of the Intervention action is to ensure that the resources</p>	<p>Metric 1: Statewide assessments CAASPP ELA (4a) Metric 2: Statewide assessments CAASPP Math (4a) Metric 3: Statewide assessments CAST Science (4a) Metric 9: Other student outcomes: Benchmark assessments Reading (8) Metric 10: Other student outcomes: Benchmark assessments Math (8)</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>range of initiatives. These initiatives consist of the provision of in-person or virtual tutoring, the design and implementation of targeted intervention programs in ELA and Mathematics, and the creation of specific programs aimed at supporting unduplicated students in Mathematics. The action additionally focuses on collaboration with staff and families in an attempt to find effective instructional strategies and resources that address the unique needs and strengths of these student groups. The scope of the action plan is comprehensive, serving all student groups within the school community, but it is specifically tailor-made to assist unduplicated students.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>allocated are used to maximum effect. By concentrating on students who require the most support, resources are directed exactly where they are most needed. This guarantees that interventions are directly targeted to those who need them the most, thereby significantly improving the effectiveness of the actions taken. Students are identified based on their performance in ELA and Mathematics, ensuring a strategic approach to educational support that aims to bridge the achievement gap.</p>	
<p>2.4</p>	<p>Action: English Learners</p> <p>Need: Needs: The school community has identified certain needs leading to the formulation of the "English Learners" action. The needs primarily pertain to the group of students classified as English Learners. These students may encounter difficulties in meeting the State standards and ELD standards in aspects such as reading, writing, listening, and speaking, largely due to their limited proficiency in English. There is a potential risk of these</p>	<p>Explanation: The "English Learners" action demonstrates a concentrated focus, an aspect designed to precisely address the unique requirements of English Learners. These specific students are often met with obstacles when it comes to achieving both State and ELD standards, primarily due to their varying proficiency in the English language. With a view to addressing this obstacle, the action delivers an ELD program specifically tailored to them, under the guidance of an EL Coordinator. The central focus of this program is to provide exposure to State and ELD standards, with an aim to foster improved competence in reading, writing, listening, and speaking.</p> <p>Rationale:</p>	<p>Metric 7: English learner reclassification rate (4e) Metric 8: English learners making progress or maintaining 4 on ELPAC (4f)</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>challenges negatively affecting their academic progress and overall experience in school.</p> <p>Assessment: In order to address these needs, the "English Learners" action has been carried on. The EL Coordinator will ensure that EL students are able to access State standards and ELD standards by way of a designated ELD program. This will aid the students in enhancing their English language skills and understanding of academic content. In addition to this, the EL Coordinator will also be responsible for the execution and oversight of professional development and training using integrated ELD methods for core content teachers. This strategy is aimed at equipping teachers with essential skills and knowledge to teach and provide support to EL students effectively. The action strives to foster a supportive and inclusive learning environment for the EL students, while concurrently improving the teaching skills of the staff.</p> <p>Tracking and monitoring the success of the action through relevant data and statistics will be a key part of the assessment, which will include tracking students' advancements in English language proficiency and academic performance, and evaluating the impact of teacher training on teaching practices and student outcomes.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>The reason for restricting the scope of the action is to deliver effective and individualized assistance to the English Learners and to enhance their academic progression and overall schooling experience. To this end, the action broadens its reach to incorporate professional development opportunities and training for teachers. By equipping the educators with ELD techniques integrated into their teaching methods, the action enables them to assist English Learner students more effectively. However, limiting the scope also ensures that the requirements specific to the learners are not diluted or overlooked; thus, facilitating a more comprehensive and effective educational experience for them.</p>	

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

Additional Concentration Grant Funding

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

N/A - The LEA does not have an unduplicated pupil percentage above 55%, and did not receive the additional concentration grant add-on funding.

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$430,002.00	\$45,310.00	10.537%	0.000%	10.537%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$295,400.00	\$51,225.00	\$0.00	\$7,875.00	\$354,500.00	\$303,360.00	\$51,140.00

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	Staff recruitment, retention, induction, and mentoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$195,000.00	\$0.00	\$195,000.00				\$195,000.00	
1	1.2	Facilities	All	No			All Schools		\$0.00	\$3,500.00	\$3,500.00				\$3,500.00	
1	1.3	Curriculum	All	No			All Schools		\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	
1	1.4	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
2	2.1	In-Person Services					All Schools		\$0.00	\$2,500.00		\$2,500.00			\$2,500.00	
2	2.2	Intervention	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$18,000.00	\$2,000.00	\$19,075.00	\$925.00			\$20,000.00	
2	2.3	Assessments	All	No			All Schools		\$8,250.00	\$1,250.00	\$9,500.00				\$9,500.00	
2	2.4	English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$9,000.00	\$1,000.00	\$10,000.00				\$10,000.00	
2	2.5	Students with Disabilities	Students with Disabilities	No			All Schools		\$45,285.00	\$4,715.00		\$44,250.00		\$5,750.00	\$50,000.00	
2	2.6	Professional Development and Coaching	All	No			All Schools		\$0.00	\$3,500.00		\$2,625.00		\$875.00	\$3,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.7	College/Career	All	No			All Schools		\$6,000.00	\$4,000.00	\$10,000.00				\$10,000.00	
3	3.1	Student and Family Events/Activities	All	No			All Schools		\$0.00	\$500.00	\$500.00				\$500.00	
3	3.2	Mental Health	All	No			All Schools		\$0.00	\$250.00	\$250.00				\$250.00	
3	3.3	Parent/Guardian Support/Training	All	No			All Schools		\$0.00	\$250.00	\$250.00				\$250.00	
3	3.4	Family Communication & Involvement	All	No			All Schools		\$12,750.00	\$750.00	\$12,250.00			\$1,250.00	\$13,500.00	
3	3.5	Attendance Initiatives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$2,575.00	\$925.00	\$2,575.00	\$925.00			\$3,500.00	
3	3.6	Graduation Promotion and Dropout Prevention	All	No			All Schools		\$6,500.00	\$1,000.00	\$7,500.00				\$7,500.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$430,002.00	\$45,310.00	10.537%	0.000%	10.537%	\$236,650.00	0.000%	55.035 %	Total:	\$236,650.00
								LEA-wide Total:	\$207,575.00
								Limited Total:	\$29,075.00
								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	Staff recruitment, retention, induction, and mentoring	Yes	LEA-wide	English Learners Foster Youth Low Income		\$195,000.00	
1	1.4	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income		\$10,000.00	
2	2.2	Intervention	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$19,075.00	
2	2.4	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$10,000.00	
3	3.5	Attendance Initiatives	Yes	LEA-wide	English Learners Foster Youth Low Income		\$2,575.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$398,500.00	\$448,735.00

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	Staff recruitment, retention, induction, and mentoring	Yes	\$250,000.00	260000
1	1.2	Facilities	No	\$5,000.00	3600
1	1.3	Curriculum	No	\$15,000.00	16500
1	1.4	Technology	Yes	\$5,000.00	28660
2	2.1	In-Person Services		\$5,000.00	2600
2	2.2	Intervention	Yes	\$20,000.00	20000
2	2.3	Assessments	No	\$2,000.00	11000
2	2.4	English Learners	Yes	\$9,500.00	12750
2	2.5	Students with Disabilities	No	\$46,500.00	63000
2	2.6	Professional Development and Coaching	No	\$10,000.00	4500
2	2.7	College/Career	No	\$7,500.00	10000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Student and Family Events/Activities	No	\$1,000.00	500
3	3.2	Mental Health	No	\$500.00	250
3	3.3	Parent/Guardian Support/Training	No	\$500.00	75
3	3.4	Family Communication & Involvement	No	\$12,000.00	3250
3	3.5	Attendance Initiatives	Yes	\$2,000.00	3300
3	3.6	Graduation Promotion and Dropout Prevention	No	\$7,000.00	8750

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
51224	\$272,000.00	\$309,710.00	(\$37,710.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Staff recruitment, retention, induction, and mentoring	Yes	\$240,000.00	250000		
1	1.4	Technology	Yes	\$5,000.00	28660		
2	2.2	Intervention	Yes	\$15,500.00	15000		
2	2.4	English Learners	Yes	\$9,500.00	12750		
3	3.5	Attendance Initiatives	Yes	\$2,000.00	3300		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$507568	51224	0%	10.092%	\$309,710.00	0.000%	61.018%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
<ul style="list-style-type: none">• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024