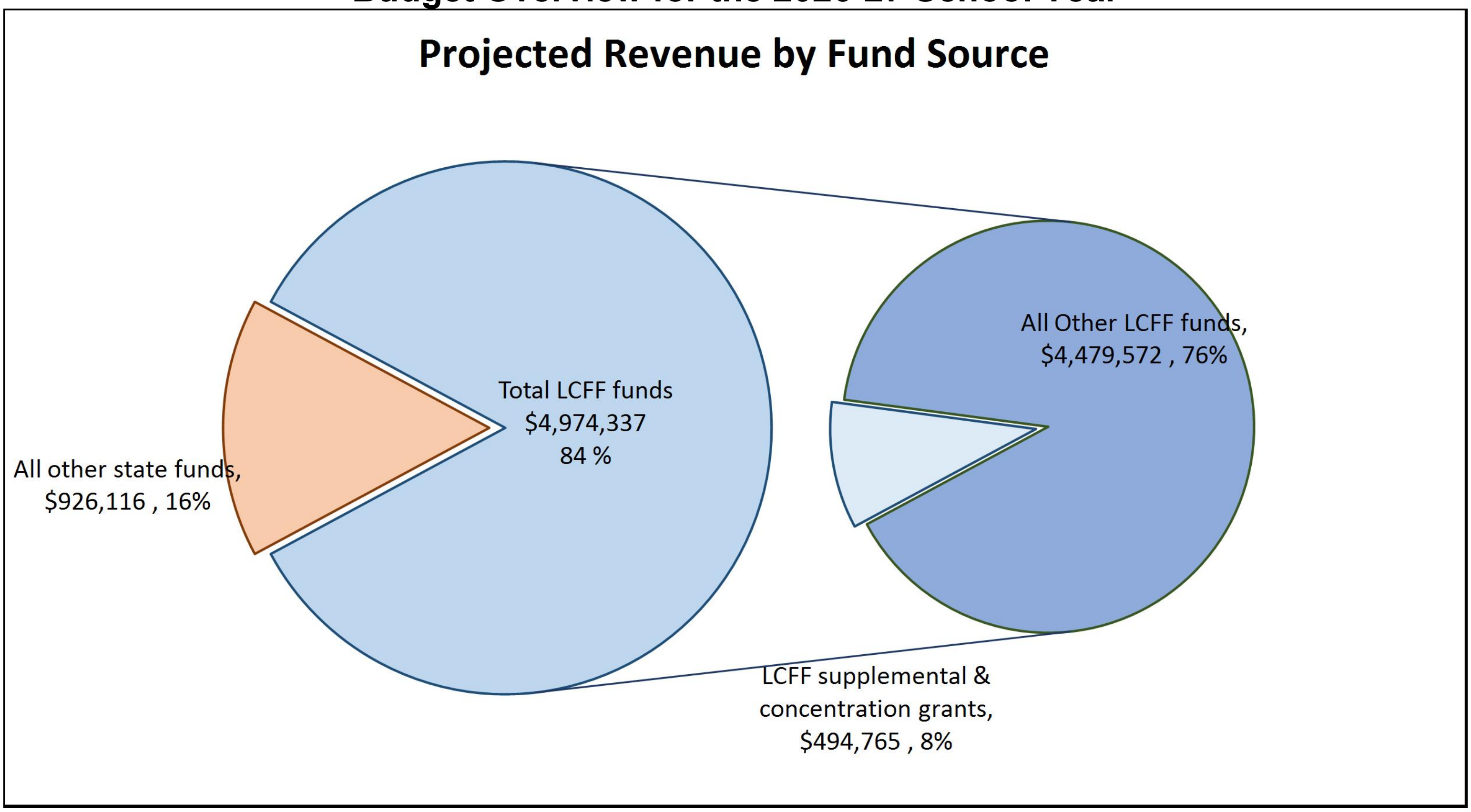
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Charter Home Study Academy
CDS Code: 09100900123521
School Year: 2026-27
LEA contact information:
Steve Bryant
Principal
sbryant@edcoe.org
530-622-6984

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

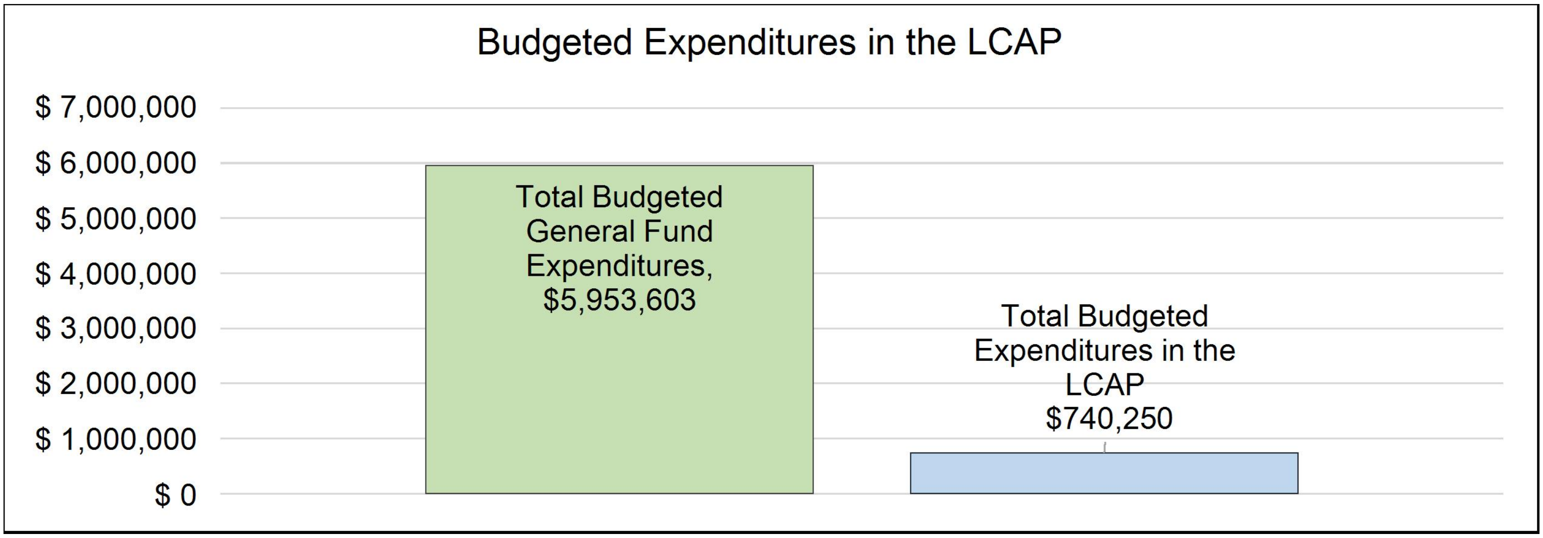


This chart shows the total general purpose revenue Charter Home Study Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Charter Home Study Academy is $5,900,453, of which $4,974,337 is Local Control Funding Formula (LCFF), $926,116 is other state funds, $0 is local funds, and $0 is federal funds. Of the $4,974,337 in LCFF Funds, $494,765 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 Charter Home Study Academy plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Charter Home Study Academy plans to spend $5,953,603 for the 2026-27 school year. Of that amount, $740,250 is tied to actions/services in the LCAP and $5,213,353 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

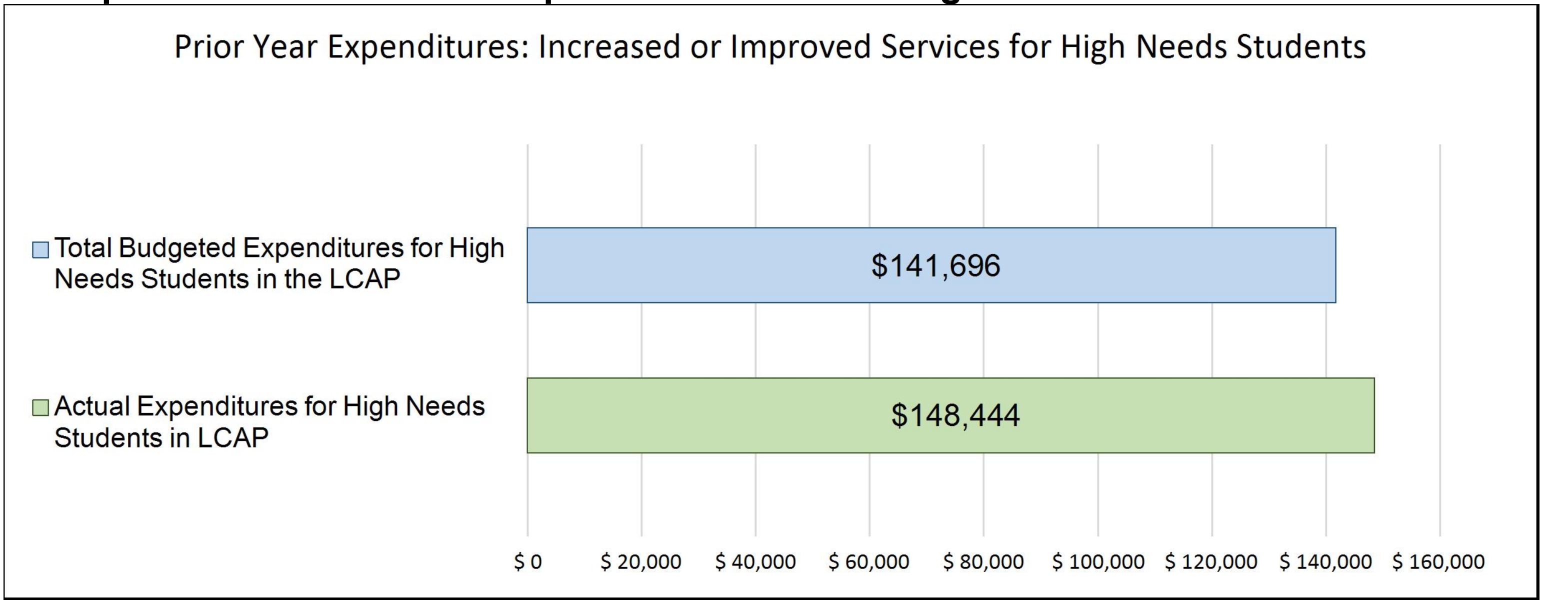
The General Fund Budget Expenditures for 26-27 will be utilized to support operations of the school. This includes facilites lease costs, supplies, other school employees not included in the LCAP, and school technology.

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

In 2026-27, Charter Home Study Academy is projecting it will receive $494,765 based on the enrollment of foster youth, English learner, and low-income students. Charter Home Study Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Charter Home Study Academy plans to spend $504,357.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Charter Home Study Academy's LCAP budgeted $141,696 for planned actions to increase or improve services for high needs students. Charter Home Study Academy actually spent $148,444 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
Charter Home Study Academy	Steve Bryant Principal	sbryant@edcoe.org 530-622-6984

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.

General Information

The Charter Home Study Academy (CHSA), part of Charter Alternative Programs, is a TK–8 independent study hybrid program designed to support families who want to play an active role in their child's education. Students participate in site-based learning two days per week with credentialed teachers, combining structured academic instruction with the flexibility of home-based learning.

In addition to core instruction, CHSA offers enrichment and social engagement opportunities through on-site activities and events. These experiences are designed to foster collaboration, creativity, and strong peer relationships. Educational field trips and activities include visits to the Sierra College Natural History Museum, Taylor Creek in Lake Tahoe, solar observation at local observatories, and arts, music, and family-centered events.

CHSA delivers a rigorous, board-adopted curriculum aligned with the Common Core State Standards (CCSS), preparing students to become responsible, adaptable citizens in a diverse and rapidly evolving global society. Instruction emphasizes critical thinking, collaboration, and real-world application of knowledge.

Emphasis & Areas of Concentration
Development of individualized learning plans aligned to student goals
Flexible and personalized educational pathways

Student leadership opportunities and voice
Strong family engagement and community partnerships
A whole-child approach that integrates academic, social, and emotional development
Strategic Plan Priorities

CHSA’s strategic plan is grounded in the Office of Education’s pillars of Continuous Improvement and Organizational Excellence:

Creating a community that grows and leads together
Delivering exceptional service and support
Partnering for impact

Aligned to these pillars, CHSA’s priority focus areas include:

Strengthening relationships among students, families, and staff
Ongoing staff training and professional development
Parent workshops focused on reading and writing support
Implementation of PBIS strategies to support a positive school culture
Increasing academic readiness and proficiency for all students
Hiring a Continuous Improvement Lead to support data-driven practices
Piloting IXL Take-Off (Math) and BookShark (ELA) curricula
Utilizing Amplify mCLASS for targeted intervention support
Supporting collaboration across all County Office programs
Expanding field trip opportunities, including Mountainside Middle College
Facilitating teacher cross-training with middle and high school programs

Reflections: Annual Performance

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

In the 2025–26 school year, Charter Home Study Academy (CHSA) implemented the mCLASS DIBELS reading screener for all students in grades K–2. Students were assessed at both the beginning and end of the year to monitor progress and identify areas of need. A total of 25 students who scored below or well below the benchmark were provided with a targeted small-group reading intervention, of whom 37.5% were identified as socioeconomically disadvantaged.

In the 2024–25 school year, CHSA continued universal reading fluency screening for students in grades 1–5, with approximately 20% qualifying for reading intervention. Of those students, 53% were socioeconomically disadvantaged. In the 2023–24 school year, 23% of students who qualified for reading intervention did not participate, with socioeconomically disadvantaged students representing 66% of non-participants.

In response to family feedback, CHSA adjusted its intervention model in 2024–25 by embedding reading support for 1st and 3rd-grade students into the regular school day rather than offering it before or after school. This shift significantly improved participation and outcomes. By the end of the year, 94% of students met grade-level expectations in phonics and phonological awareness. Additionally, in 2025–26, the percentage of K–2 students performing below or well below benchmark decreased by 4%, demonstrating continued progress in early literacy.

Extended Academic Support for Middle School Students

In the 2025–26 school year, CHSA continued to provide an additional 12 hours per week of academic support for its 160 middle school students. Participation remained strong, with 60% of students attending the majority of the offered support hours. Among socioeconomically disadvantaged students, participation increased to 74%, indicating improved access and engagement.

Academic support was restructured into grade-level classrooms, allowing students to receive targeted assistance from their classroom teachers. Support was delivered through small-group instruction and individualized meetings, strengthening alignment between core instruction and intervention.

School Climate and Student Engagement

CHSA continues to demonstrate strength in fostering a positive, supportive learning environment, as evidenced by a low suspension rate and high student engagement. The program's emphasis on relationship-building, flexible scheduling, and individualized support is particularly effective for students who may not thrive in traditional settings.

The overall suspension rate remained low at 1.3%, reflecting the success of proactive behavior systems and a positive school climate. However, the suspension rate for students with disabilities increased from 2.1% in 2023 to 6% in 2025, indicating a need for additional targeted behavioral supports as the program continues to grow.

Chronic Absenteeism

CHSA made significant progress in reducing chronic absenteeism, decreasing from 7.9% in 2023 to 3.2% in 2025. This improvement resulted in a shift from Orange to Blue on the California Dashboard, demonstrating the effectiveness of attendance interventions and family outreach efforts.

Academic Indicators (CAASPP)

CHSA demonstrated measurable improvement in state assessment outcomes, with 50.25% of students meeting or exceeding standards in English Language Arts (ELA) and 41.75% in Mathematics. These gains reflect the dedication of staff and the effectiveness of instructional strategies.

Despite this progress, there remains a need for targeted support in ELA, as socioeconomically disadvantaged students did not demonstrate the same level of growth as the overall student population. Addressing this disparity will be a key focus moving forward.

Family and Student Feedback

Feedback from students and families highlights strong appreciation for CHSA’s flexible scheduling, supportive staff relationships, and safe learning environment. At the same time, stakeholders expressed a need for greater academic consistency and clearer expectations related to attendance and credit recovery. These insights will inform ongoing program improvements and future planning.

The school conducted a needs assessment for the use of Learning Recovery Emergency Block Grant (LREBG)funds for the 2026-2027 school year. Although the school has made measurable gains in English Language Arts, this area still requires additional intervention and support for students in grades Kindergarten through third grade. The LREBG funds will be used for small-group tutoring during the school day through a reading intervention and support class. Our research indicates that early literacy intervention in the early grades will accelerate student growth in these areas. Specific actions align with Goal 1 in the LCAP.

Reflections: Technical Assistance

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

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	Three Parent Advisory meetings per year. Parent Rounding , Parent Surveys
Students	Student Rounding Surveys and Student Leadership
Teachers	Professional Development Regular Subject and grade level groups, Surveys, Onboarding
Other Staff	Staff Groups, Surveys, Onboarding, Professional Development

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

Charter Home Study Academy collaborates with stakeholders in an ongoing cycle throughout the year as part of our process of planning, implementation, and evaluation of educational programs and services to develop the Local Control Accountability Plan (LCAP). Parents, community members, pupils, staff, and other stakeholders are actively involved and engaged in the development, review, and implementation of our LCAP – particularly through our all-program School Advisory Committee, which incorporates input from students, staff, and parents.

Stakeholders were brought together early in the process, with our School Advisory Committee serving as the representative body for Charter Home Study Academy, to hear about the implementation timelines for programs and the emphasis on the continuous cycle of improvement and stakeholder engagement. Stakeholders were given time to answer questions about the changes under LCFF and LCAP and to provide input and feedback as goals were developed together and reviewed across all state priority areas, including services for English Language Learners (ELL), expelled/at-risk youth, and Foster Youth.

Direct stakeholder input for the needs assessment through the School Advisory Committee was supplemented by a stakeholder survey on quality school indicators and by discussions with staff, students, parents, and community members. The stakeholder survey is given at the beginning and end of the year to provide ongoing, comparative data. To ensure that ELL and foster Youth representatives were involved, a number of additional steps were taken, including sending home information in a variety of formats and using different communication media.

Stakeholder engagement also includes Client Roundtables for each program and meetings with parent groups. The School Advisory Committee reviews and provides input on the goals and actions in the LCAP, and the El Dorado County Office of Education School Board approves the LCAP after a public hearing in June, when the LCAP and budget receive final Board approval.

Extensive information, including data on state and program priorities, is made available to stakeholders for discussion, goal drafting tied to priority areas, review, and final agreement through the annual process. Discussions and data related to student and program performance measures focus on a variety of measures, including state standardized testing performance (CAASPP), graduation rates, discipline rates, EL reclassification and proficiency rates, attendance rates, college and career readiness, stakeholder surveys, and the program's vision and mission. Charter Alternative Program (CHSA) supports practices aligned with career technical education opportunities for students in the county as they transition to high school.

Stakeholder involvement is instrumental in determining program-specific goals and actions. Through direct feedback, we can identify the greatest areas of need and plan accordingly. As a result, we are proactive in ensuring that our sites are equipped with the resources needed for student success, including adopting and implementing new state-approved instructional materials, providing extensive professional development, and teaching methods that focus on helping all students succeed in their pursuit of college or vocational work and in life.

Teachers expressed the need for time for staff to collaborate and plan together in order to improve teacher practices and student outcomes. They shared the need for increased rigor across all subject areas and for benchmark assessments/grading systems that provide clear information to parents and students about their educational progress. The need for school-wide professional development to improve staff practices to improve student outcomes was another area of indicated need.

Parents expressed high satisfaction with the school program. They indicated that the school staff regularly provides them with feedback on their child's progress and that their family is treated with respect at the school. The families feel the school provides a safe environment for their child to learn, and the school staff demonstrates care for their child. The parents expressed a need for additional tutoring and support for students who are not at grade level.

The School Advisory Committee expressed appreciation for the staff at CHSA for their work to create more opportunities for students to develop their interests and expand academically. They support the LCAP areas that will improve communication, mental health, and teacher professional development.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Charter Alternative Program will maintain a safe and orderly school that offers a broad range of classes being taught by appropriately credentialed staff to ensure positive, standards-based academic outcomes and positive social outcomes for students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed to ensure that all students at CHSA have access to curricula that are aligned with State Standards, students and families have a clear understanding of the standards and how students are performing on those standards, and resources are allocated to ensure the school is providing a safe and well-maintained environment. This goal also addresses the need for all students to have a broad course of study to prepare them for high school, and that the teachers are all appropriately credentialed for the classes they are teaching. As a part of our continuous improvement, we regularly assess the conditions of our school, review essential standards for learning, and develop cycles focused on improving outcomes

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Facility Inspections	Facilities inspected four times a year Parent Survey I believe my school is well maintained top box 65.81% Student Survey I think my school is clean top box 19.91	Facilities inspected four times a year Parent Survey I believe my school is well maintained top box 65.19% Student Survey I think my school is clean top box 31.94%	Facilities inspected four times a year Parent Survey I believe my school is well maintained top box 72.38% Student Survey I think my school is clean top box 18.18%	Facilities implement 2 cycles of improvement based on survey results and strategic planning Increase Parent top box to 70% Increase Student top box to 40%	Reached for parents Difference of 22% goal for students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Facilities Growth	The program has reach Maximum Growth at current location	Added 70 students in 5th 7th and 8th	The program has reach Maximum Growth at current location	All Available rooms on campus are used and CHSA is at full capacity	Reached goal
1.3	Standards Based Curriculum	TK-5 Current in ELA, Math Science and Social Studies 6-8 Current in Math, Science	New history books purchased for 6th grade history to pilot for 7th and 8th next year.	New ELA curriculum piloted by various grade level families. Curriculum will be adopted in the 26-27 school year.	6-8 grade ELA and Social students will allign with new standards.	Same as baseline
1.4	Standards Based Reporting	Standards-Based Report Cards Implemented K-5	Standards based report card implemented in all grades. first revise meeting held March 7 for next year version 2.0	Standards based report card implemented in all grades.	Standards based report cards implements at all grade levels	Exceeded goal All Grades K-8 using standards based reporting.
1.5	UDL Supported Practices	100% Teachers are trained and implementing UDL (Universal Design for Learning) practices	Added Dare to Lead as part of the UDL training and implementation.	Completed DtL and continuing UDL trainings using Continuous Improve strategies.	100% new teachers will be trained in UDL and staff will consistently implement UDL practices across all grade levels.	increase UDL training supplementing with Continuous improvement
1.6	Emergency Drills	Fire Drills Monthly Earthquake Drills Quarterly Lock Down Drills Twice per year	Catapult tested for Lock Down Drills will be revised for following year.	Catapult used for all lockdown and shelter in place drills and instances, implementing all safety features.	Catapult will be used for all drills implementing all safety features.	Maintain Goal

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.

The overall implementation proceeded largely as planned, with facilities inspections remaining consistent and aligned with initial expectations. However, no improvement cycles were initiated during the implementation period, which represented a notable deviation from the original plan. This was primarily due to increased enrollment pressures and resource allocation needs.

A continued challenge during implementation was near-capacity enrollment with the addition of a 4th-grade class. CHSA has continued to revise classroom space, staffing, and instructional materials. In response to instructional resource needs, it was identified that a new ELA curriculum needs to be implemented to support our at-home learning in grades K-5.

Despite these challenges, one key success was the integration of Continuous Improvement strategies. into our instructional technology toolkit. This addition supports our Universal Design for Learning (UDL) practices and enhances student engagement and accessibility. Adopting UDL principles remains a strength of our instructional approach, promoting inclusive learning environments for all students.

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.

NA

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

Facilities is under Motherlode District which makes it less streamline to make improvements. Custodial is also under Motherlode. Per our survey, bathroom cleanliness continues to be an issues and will be address more next year. Mother Lode SIA stated both playground are in need of major repair and replacement. Mother Lode does not have the funds for these purchases.

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

No changes

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Facilities Inspections	Maintaining a safe and orderly school	$0.00	No
1.2	Facilities Growth	Offering a broad range of classes		No
1.3	Standards Based Curriculum	To ensure positive standards-based academic outcomes	$35,000.00	No
1.4	Standards Based Report Cards	students and families have a clear understanding of the standards and how students are performing on those standards	$2,782.00	No
1.5	UDL Supported Practices	To ensure positive, standards-based academic outcomes and positive social outcomes for students.	$1,000.00	No
1.6	Emergency Drills		$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Charter Alternative Program will create a positive and welcoming learning environment to engage students and families and will seek feedback from key stakeholders on a regular basis to identify strengths and areas for improvement.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was chosen to continue to improve the school climate and culture at CHSA. The school has solid data indicating that it is a place where students and families feel welcomed and supported, and it will continue to look for ways to engage students and families to improve in this area. The need for mental health supports was addressed during the 23-24 school year. However, positions were left unfilled due to a lack of candidates, and students and families continued to communicate the need for ongoing, more mental health supports for students. Staff also recognize this as a need, and the school will continue training for staff and direct support for students in mental wellness. The Student Enrichment and Support Block grant will ensure that adequate mental health supports are in place for students and that additional enrichment opportunities are available to them.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Parent Survey	"Top Box Percentage" is the percentage of participants who selected the "Strongly Agree" option. CHNet SA's overall Top Box is 68.76%. Net Promoter Score is 76.52	"Top Box Percentage" is the percentage of participants who selected the "Strongly Agree" option. CHSA's overall Top Box is 71.61%. Net Promoter Score is 82.05	"Top Box Percentage" is the percentage of participants who selected the "Strongly Agree" option. CHSA's overall Top Box is 69.77% I believe school rules are enforced	Top Box 73% Sustained Net Promoter Score I believe school rules are enforced consistently at this school. I believe school rules are enforced consistently at this school. Top Box	Metric Change Overall Top Box % 1.01% NPS Rules Enforced Consistently - Top Box 1.85% .21

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		I believe school rules are enforced consistently at this school. Top Box 56.41 % Average 4.22 I regularly receive feedback from school staff on how well my child is learning. Top Box 56.41% Average 4.24 I receive positive phone calls, e mails, or notes about my child from the school. 51.28% Average 4.05	I believe school rules are enforced consistently at this school. Top Box 51.25 % Average 4.29 I regularly receive feedback from school staff on how well my child is learning. Top Box 60% Average 4.40 I receive positive phone calls, e mails, or notes about my child from the school. 58.13% Average 4.30	consistently at this school. Top Box 58.26% Average 4.43 I regularly receive feedback from school staff on how well my child is learning. Top Box 61.0% Average 4.41 I receive positive phone calls, e mails, or notes about my child from the school. 53.04% Average 4.03	70 % Average 4.44 I regularly receive feedback from school staff on how well my child is learning. Top Box 70% Average 4.44 I receive positive phone calls, e-mails, or notes about my child from the school. 65% Average 4.24	Regular Feedback - Top Box % +4.59 Regular Feedback - Avg +0.17 Positive Contact - Top Box % +1.76 Positive Contact - Avg -.02
2.2	Student Survey	"Top Box Percentage" is the percentage of participants who selected the "Strongly Agree" option. Your organization's overall Top Box is 39.08%. Net Promotor Score is 41.43 (Strong Performance, sustain, or grow) I Believe school rules are consistently enforced 3.69 (top box 16.43)	"Top Box Percentage" is the percentage of participants who selected the "Strongly Agree" option. Your organization's overall Top Box is 50.53%. Net Promotor Score is 47.21 I Believe school rules are consistently	"Top Box Percentage" is the percentage of participants who selected the "Strongly Agree" option. Your organization's overall Top Box is 38.65% I Believe school rules are consistently enforced 3.75 (top box 24.21%)	Increase Top Box to 50% Net Promotor Score 50 I Believe school rules are consistently enforced Top Box 30 I believe my teachers ask me how I learn best Top Box 50 I feel student are nice and show respect to each	Overall Top Box Percentage Change: -.43 percentage points Net Promoter Score (NPS) Change: points "I believe school rules are consistently enforced" Top Box % Change: +7.78 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		I believe my teacher ask me how I learn best 3.87 (Top Box 33.02) I feel students are nice and show respect to each other at my school 3.47 (top box 20.66)	enforced 3.86 (top box 29.87) I believe my teacher ask me how I learn best 4.30 (Top Box 52.77) I feel students are nice and show respect to each other at my school 3.87 (top box 32.35)	I believe my teacher ask me how I learn best 4.05 (Top Box 34.54) I feel students are nice and show respect to each other at my school 3.60 (top box 19.76)	other at my school Top Box 38	Average Score Change: +0.06 "I believe my teacher asks me how I learn best" Top Box % Change: +1.52 percentage points Average Score Change: +0.18 "I feel students are nice and show respect to each other at my school" Top Box % Change: -.9 percentage points Average Score Change: +0.13
2.3	Expand Mental Health Supports	Supports available for emergency for gen ed students available for ermhs. I know how to get help when I have a problem top box 43.72%	Supports available on campus Monday-Wednesday Emergency basis Thursday. I know how to get help when I have a problem top box 54.02%	Supports available on campus Monday-Thursday. I know how to get help when I have a problem top box 44.66%	Supports for all student requests I know how to get help when I have a problem top box increase to 50%	increase of .94%
2.4	Improve School climate	Student Focus groups 2 times Per year No	I feel students are nice and show	Student focus groups 2x,	Student focus groups 3 times,	Top Box % Change:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		community service class. Partial Leadership program Implementation of Mission Possible (Positive Behavior Intervention System) I feel students are nice or show respect to each other at my school. Top Box 20.6% Average 3.67	respect to each other at my school 3.87 (top box 32.35)	JustServe elective and leadership class service and outreach opportunities Fully implemented (PBIS) with incentives for TK-5 and Middle school. I feel students are nice and show respect to each other at my school 3.60 (top box 19.76)	Add Community Service class, Expand Leadership programs Fully implemented Mission Possible (PBIS) I feel students are nice or show respect to each other at my school. Top Box 55% Average 4.22	-.84 percentage points Average Score Change: -.07
2.5	Expand program offerings	4 Electives (2 or more days per week) or Enrichments (once a week) Were offered in 23-24 3 Electives or Enrichments were offered for K-3 Students 47% participation rate in Electives and Enrichments I enjoy specials or electives top box 43.51%	I enjoy specials or electives 4.09 top box 41.25%	I enjoy specials or electives 3.81 top box 30.04%	Add 6 Electives or Enrichments by 26-27 3 electives for K-5 and 2 for 6-8 Sustain the Music Program with beginning and advanced band Support STEM options for 3-5 and 6-8 70% participation rate in Electives and Enrichments I enjoy specials or electives increase top box to 50%	Top Box % Change: -13.47 percentage points
2.6	School Events for Families and Students	8 events held with the average of 60 families participating	each grade had 1 meetup, 8 events held.	Each grade had 1 meetup, 9 family events	8 Events and 8 Friday Meet Ups for families	Increased total engagement opportunities, with grade-specific

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		I believe this school positively impacts my child's growth and development Top Box 73.50 4.50 Average I feel like I belong at school.37.8% Average 4.02	I believe this school positively impacts my child's growth and development 78% Average 4.73 I feel I belong at this school top box 47% 4.22 average	Additional seminars given on how to access and teach curriculum. I believe this school positively impacts my child's growth and development Top Box 72.17% 4.57 Average I feel like I belong at school.18.18% Average 3.91	I believe this school positively impacts my child's growth and development Top Box 73.50 4.50 Average I feel like I belong at school.45% Average 4.22	meetups added (qualitative improvement in targeted family involvement) "I believe this school positively impacts my child's growth and development" Top Box % Change: -1.33 percentage points Average Score Change: +0.07 "I feel like I belong at this school" Top Box % Change: -19.62 percentage points Average Score Change: -.11
2.7	Evaluate Success of Current Student Academic Support Systems	Completed 2 Cycles of Improvement per year on Support Systems (Think Tank and Reading Intervention) I believe my child's learning is a high priority at this school.	I believe my child's learning is a high priority at this school 76% Average 4.73 I regularly receive feedback from my teachers about my academic	Completed 6 Cycles of Improvement during monthly staff meetings. I believe my child's learning is a high priority at this	Complete 2 Cycles of Improvement per year on Support Systems and evaluate support systems based on outcomes.	"I believe my child's learning is a high priority at this school" Top Box % Change: -3.22 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Top Box 78% Average 4.62 I regularly receive feedback from my teachers about my academic progress. Top Box 37.67 Average 4.01	progress. Top Box 49% Average 4.33	school 74.78% Average 4.61 I regularly receive feedback from my teachers about my academic progress. Top Box 35.18% Average 4.15	I believe my child's learning is a high priority at this school. Top Box 80% Average 4.67 I regularly receive feedback from my teachers about my academic progress. Top Box 52% Average 4.22	Average Score Change: -.01 "I regularly receive feedback from my teachers about my academic progress" Top Box % Change: -2.49 percentage points Average Score Change: +0.14
2.8	Individual Staff Rounding Meetings and Onboarding	3 Individual Rounding No official Onboarding for new employees Staff Survey I have the opportunity to provide input on decisions that affect my job. Top Box 60% Average 4.48 Staff Survey I have the support needed from leadership in my immediate work environment to accomplish my work objectives. Top Box 58.33% Average 4.58 Staff Survey I receive feedback concerning areas for improving my performance. Top Box 40% Average 3.88	First year of Onboarding I have the opportunity to provide input on decisions that affect my job. Top Box 62% Average 4.46 I have the support needed from leadership in my immediate work environment to accomplish my work objectives. Top Box 63.16% Average 4.58 I receive feedback concerning areas for improving my	3 Individual Rounding First year of Onboarding	3 Individual Rounding Onboarding Tracking and implemented by Program Lead Staff Survey - I receive feedback concerning areas for improving my performance. Top Box 68% Average 4.58 Staff Survey - I have the support needed from leadership in my immediate work environment to accomplish my work objectives.	"I have the opportunity to provide input on decisions that affect my job." Top Box % Change: + percentage points Average Score Change: - "I have the support needed from leadership in my immediate work environment to accomplish my

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			performance. Top Box 21% Average 3.55		Top Box 68% Average 4.58 Staff Survey- I receive feedback concerning areas for improving my performance. Top Box 60% Average 4.48	work objectives." Top Box % Change: + percentage points Average Score Change: No change "I receive feedback concerning areas for improving my performance." Top Box % Change: • percentage points Average Score Change: -
2.9	Parent Participation in conferences	K-5 Meet with 100% of families every 20 days 6-8 Meet with 90% of families once per quarter. I regularly receive feedback from school staff on how well my child is learning. I believe my learning is important at my school. Top Box 54.3% Average 4.36	I regularly receive feedback from school staff on how well my child is learning Top Box 60% Average 4.4 I believe my learning is important at my school Top Box 69% Average Score 4.62	Implimentation of Parentsquare to schedule caseload meetings. Opportunities to attend meetings offered to 100% of families. Additional seminars given on how to access and teach curriculum. I regularly receive feedback from school staff on how well my child	K-5 meet with 100% of families every 20 days 6-8 Meet with 100% of families every 60 days I regularly receive feedback from school staff on how well my child is learning. I believe my learning is important at my school. Top Box 65% Average 4.53	"I regularly receive feedback from school staff on how well my child is learning" Top Box % Change: +4.65 percentage points Average Score Change: +0.17 "I believe my learning is

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				is learning Top Box 61.06% Average 4.41 I believe my learning is important at my school Top Box 47.24% Average Score 4.33		important at my school" Top Box % Change: -7.06 percentage points Average Score Change: -.03
2.10	Tiered Reengagement for students who are not meeting the independent study agreement	The process implemented in LMS 82% of students who entered into Tiered Reengagement were successful I believe my child has every opportunity to be successful at this school. Top Box 66.67% Average 4.41	I believe my child has every opportunity to be successful at this school.Top Box 75% Average 4.68	Tiered reenggement letters tracked in Aeries. 82.6% of students who recieved tier 1 letters were successful. I believe my child has every opportunity to be successful at this school.Top Box 73.91% Average 4.57	The process was fully implemented in Aeries, 95% of students entering into Tiered Reengagemnt will be successful. I believe my child has every opportunity to be successful at this school. 73% Average 4.48	"I believe my child has every opportunity to be successful at this school" Top Box % Change: +7.24 percentage points Average Score Change: +0.16

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.

Charter Home Study Academy continued its efforts to create a positive, welcoming learning environment through active stakeholder engagement throughout the 2025-26 school year. Overall, planned actions were implemented with fidelity, though student survey results presented a complex picture.

Parent engagement remained a clear strength. Parent survey responses showed gains in key areas, including regular feedback on student learning (Top Box rising to 61%) and positive school-to-home contact (Top Box 53%, up from baseline). The implementation of ParentSquare improved the scheduling and tracking of caseload meetings, and it offered opportunities to attend conferences to 100% of families. Parent perceptions that the school positively impacts their child's growth and development remained strong at 72.17%.

The tiered reengagement process was fully transitioned to logging into Aeries. This shift provided more consistent documentation and accountability, and the success rate for students receiving Tier 1 letters held steady at 82.6%.
Mental health supports were expanded from Monday through Wednesday with Thursday emergency coverage to full Monday through Thursday availability. The school continued to maintain a dedicated 1.0 FTE counseling position, and mental health support remained one of the program's most-requested services among families and staff.

The improvement cycle process was significantly scaled up, increasing from 2 cycles per year to 6 cycles conducted during monthly staff meetings. This shift enabled staff training in the continuous improvement process, more frequent data review, and responsive adjustments to academic support systems, including culture, interventions, and the middle school academic support program.

The planned grade-level expansion was successfully implemented, with CHSA adding both 4th- and 6th-grade cohorts. This growth required strategic planning around staffing, classroom space, and caseload management.

Student survey results in Year 2 showed broad declines across nearly all items, including belonging (Top Box 18.18%, down from 47%), enjoyment of electives (Top Box 30.04%, down from 41.25%), perception of peer respect (Top Box 19.76%, down from 32.35%), and perception that teachers ask how they learn best (Top Box 34.54%, down from 52.77%). Notably, the declines were not concentrated in any single area but were distributed uniformly across all survey domains, suggesting a survey-administration or timing-related factor rather than a targeted programmatic concern. CHSA will administer additional mid-year check-ins in 2026-27 to establish a more reliable data picture and reduce the influence of single-day variability on annual results.

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

No differences

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

Parent Survey (Net Promoter Score: 76.52 ? 82.05 ? [Year 2 NPS needed])
The actions taken were effective, as reflected by a sustained increase in the Net Promoter Score from baseline. Parent Top Box scores for regular feedback on learning rose to 61.0%, and positive school-to-home contact reached 53.04%. The rule enforcement item (Top Box 58.26%, Avg 4.43) showed improvement over baseline, though it remains an area to monitor.
Student Survey – Rule Enforcement (3.69/16.43% ? 3.86/29.87% ? 3.75/24.21%)
Year 1 gains were partially sustained, with Year 2 scores remaining above baseline in both average rating and Top Box. However, the decline from Year 1 to Year 2 is consistent with a broad downward trend across all student survey items, suggesting a survey context factor rather than a regression specific to rule enforcement.

School Climate – Student Respect (3.67/20.6% ? 3.87/32.35% ? 3.60/19.76%)
Year 2 results fell below both Year 1 outcomes and baseline. As with rule enforcement, this decline occurred uniformly across all student survey domains. CHSA will implement additional mid-year survey touchpoints in 2026-27 to better assess whether this reflects a sustained trend or single-administration variability.
Academic Support Systems
The expansion from two to six improvement cycles per year significantly increased the frequency of data-driven reflection and adjustment. Parent perception that their child's learning is a high priority held steady at 74.78%. Student-reported feedback on academic progress declined to a Top Box of 35.18%, consistent with broader student survey patterns. The proactive approach to continuous improvement will continue in 2026-27 with an emphasis on connecting cycle outcomes to measurable student achievement data.

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.

Building on the success of curriculum-focused parent seminars in 2025-26 — where teachers facilitated hands-on workshops such as the iReady writing program training, and participating families reported feeling significantly more prepared to support their child's learning at home — CHSA will expand family education offerings in 2026-27 with a structured series of parent classes. Topics will include implementing routines at home, the importance of sleep for student learning and well-being, and Love and Logic strategies for building responsibility and healthy boundaries. These classes reflect stakeholder feedback and are designed to equip families with practical tools that support the whole child, strengthening the connection between the home learning environment and student outcomes.
CHSA will also implement additional mid-year student survey touchpoints in 2026-27 to establish a more reliable data picture and reduce the influence of single-day variability on annual results.

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	Parent Surveys	To seek feedback from key stakeholders on a regular basis to identify strengths and areas for improvement.		No
2.2	Student Surveys	To seek feedback from key stakeholders on a regular basis to identify strengths and areas for improvement.		No

Action #	Title	Description	Total Funds	Contributing
2.3	Expand Mental Health Supports	Hire an additional 1.0 FTE to create a positive and welcoming learning environment to engage students and families	$190,147.00	No
2.4	Student Focus Groups on School Climate	Student Leadership to create a positive and welcoming learning environment to engage students and families	$4,446.00	No
2.5	Expand Program Offerings	To create a positive and welcoming learning environment to engage students and families Extra enrichment classes and sports Expand enrichment classes to to six each at a cost of 1300 each Expand Sports offerings to eight sports.	$15,631.00	No
2.6	Expand Course Offerings	To create a positive and welcoming learning environment to engage students and families CHSA will expand the VAPA programs through an expanded music program, theater electives, and choir.	$196,302.00	No
2.7	School Events for Families and Students	To create a positive and welcoming learning environment to engage students and families through events like the Harvest festival, craft fair, family dance, field days and the summer send off carnival.	$7,098.00	No
2.8	Implementation of Positive Behavior Interventions and Supports	CHSA is focused on mission statements for each grade and our Mission Possible PBIS program	$4,500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Charter Alternative Program will monitor social emotional well-being and academic progress for all students and sub-groups and engage in data analysis, improvement cycles, and support to ensure improved outcomes for all students and sub-groups.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed to address the academic needs of students from kindergarten through eighth grade at CHSA. The school recognized the need to develop systems to monitor student progress more closely and work in partnership with parents to set goals for students, monitor their academic progress, and implement cycles of improvement to utilize what is working and eliminate ineffective strategies and practices. This goal addresses State Priorities 4 and 8 (Pupil Outcomes). The Student Enrichment and Support Block grant will ensure that effective academic supports for students are in place through additional interventions and small-group instruction and support.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Professional Development in the subject areas, UDL, and continuous improvement processes	100% of Current Staff Trained in UDL 3 Staff trained in continuous improvement No professional development in subject areas	5 staff members trained in Continuous improvement. for the 25-26 year we will add another lead stipend focused on continuous improvement.	All staff trained in Continuous Improvement. A portion of each staff meeting in Spring devoted to continuous improvement, run by continuous improvement coach.	100% of staff will be trained in UDL. 100% of staff will be trained in continuous improvement and will implement the procedures of continuous improvement in the classroom. 100% of staff will participate in	Increase by 21

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					subject matter professional development by year three.	
3.2	Use of Standard's Based Report Card	100% K-5 students have standards-aligned reporting cards The report cards will be reviewed in a parent conference three times a year.	All grades levels using standards based report cards. Teacher revised in march for the 25-26 school year. lead will format over the 24-25 summer for implementation	All grades levels using standards based report cards. Teacher revised in march for the 25-26 school year and during first quarter of school year. Parent meeting to review report cards are scheduled at each quarter.	100% of TK-8 students will have standards aligned report Cards. The report cards will be reviewed in a parent conference three times a year.	Increased to 100%
3.3	Benchmark testing K-2	Each Student Tested 3 times per year Students in in grades 61% of students proficient in ELA and MATH	Benchmark testing completed Staff looked at Proficiency is redeveloping program for next year.	New Reading screening program performed 2x a year for K-2. End of year testing found 48% of students at or above benchmark. In math K - 50% proficient 1 - 42% proficient 2 - 41% proficient	Tested Three Times per year 75% of student will be proficient in both ELA and Math	Decrease by 13%
3.4	Formative reading assessments	Grade 3 54% projected proficient Grade 4 73% projected proficient	Grade 3 67% projected proficient Grade 4 74% projected proficient	Grade 3 84% projected proficient Grade 4 70% projected proficient	Grade 3 70% projected proficient Grade 4 80% projected proficient	Overall decrease by 12 %

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 5 44% projected proficient Grade 6 0 71% projected proficient Grade 7 69% projected proficient 8th Grade 64% projected proficient 67 %of all student projected proficient	Grade 5 56% projected proficient Grade 6 53% projected proficient Grade 7 71% projected proficient 8th Grade 72% projected proficient 66 %of all student projected proficient	Grade 5 53% projected proficient Grade 6 31% projected proficient Grade 7 49% projected proficient 8th Grade 60% projected proficient 55 %of all student projected proficient	Grade 5 70% projected proficient Grade 6 80% projected proficient Grade 7 75% projected proficient Grade 8 70% projected proficient 73% of all student projected proficient	
3.5	Formative Math Assessments	Grade 3 39% projected proficient Grade 4 61% projected proficient Grade 5 18% projected proficient Grade 6 59% projected proficient Grade 7 21% projected proficient Grade 8 34% projected proficient 39% of all student projected proficient	Grade 3 71% projected proficient Grade 4 48% projected proficient Grade 5 44% projected proficient Grade 6 30% projected proficient Grade 7 52% projected proficient Grade 8 36% projected proficient 45% of all student projected proficient	Grade 3 42% projected proficient Grade 4 30% projected proficient Grade 5 41% projected proficient Grade 6 24% projected proficient Grade 7 20% projected proficient Grade 8 43% projected proficient 34% of all student projected proficient	Grade 3 60% projected proficient Grade 4 75% projected proficient Grade 5 60% projected proficient Grade 6 75% projected proficient Grade 7 40% projected proficient Grade 8 50% projected proficient 60% of all students projected proficient	Decrease by 5%
3.6	CAASPP ELA Results for all Students	28.50% Standard not met 31.43 Standard Nearly Met 28.57 Standard Met 11.43 Standard Exceeded. 70.3 points below standard declined 51.9 points	22% Not Met 28% Nearly Met 37% Standard Met 11% Standard Exceeded 30.6 points below Standard Increased 39.7 Points	22.93% Not Met 26.83% Nearly Met 35.12% Standard Met 15.12% Standard Exceeded 1.39% over state average met or exceeded	Meet or Exceed the State Average 46.66% 13 points from Standard	Increase 37.9 points on dashboard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	CAASPP ELA Results for Socioeconomic Disadvantaged Students	31.25% Standard no met 31.25% Standard Nearly Met 25.00% Standard Met 12.50% Standard Exceeded 75.1 points below Standard Declined 55.6 points	California Dashboard Yellow 24.6 Points below standard Increased 50.5 points	27.69% Standard not met 35.38% Standard Nearly Met 26.15% Standard Met 10.77% Standard Exceeded 1.31% under state average meet or exceeds	Meet or Exceed the State Average 46.66% 13 points from Standard	Increase 9.9 points on dashboard
3.8	Reading Intervention	Reading intervention groups implemented for grades 1-5	Reading intervention implemented and redesigned.	Reading intervention implemented and redesigned. All students student by 4th grade have taken the Dyslexia Screening	All students student by 4th grade have taken the Dyslexia Screening and 61% of students in Grades 1-2 in 23-24 will have exited	Same as Baseline
3.9	CAASPP Math Results for all Students	38.13 Standard not met 30.22% Standard Nearly Met 23.74 Standard met 07.91% Standard exceeded. 87.7 points below standard declined 35.3 points from previous year	29% Standard Not Met 38% Standard Nearly Met 32% Standard Met 8 % standard Exceeded 60.7 points below Standard Increased 27 points.	28.16% Not Met 30.10% Nearly Met 23.79% Standard Met 17.96% Standard Exceeded 4.45% over state average met or exceeded	40.62% Meet or Exceed the State Average 46 points below points from Standard	Increase 19.3 points on dashboard
3.10	CAASPP Math Results for Socioeconomic Disadvantaged Students	48.94% Standard not met. 27.66% Standard nearly met 19.13% Standard met	California Dashboard Yellow 63.7 points Below Standard Increased 42 Points	36.92% Standard no met 29.23% Standard Nearly Met 21.54% Standard Met	40.62% Meet or Exceed the State Average 46 points below points from Standard	Increase 20.1 points ondashboard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		04.26% Standard exceeded 106 points below standard declined 13 points from previous year		12.31% Standard Exceeded 7.66% above state average meet or exceeds		
3.11	Academic Support	Baseline: moving from teacher driven to IL Driven. I have opportunities to be successful at my school.Top Box 59% (25-25 school Year)	Adding as a focus for the 25/26 School Year Focus Instructional Leaders on Tuesday/ Thursday Tutors. 3 people 5 Hours each day two days a week. Total IL time: 30 hours a week 0.2333 FTE each I have opportunities to be successful at my school.Top Box 59% (25-25 school Year)	Academic Support redesigned. Instructional Leaders on Tuesday/ Thursday Tutors. 1 designated person to help each grade. Teachers available for individual and small group pull-outs. I have opportunities to be successful at my school.Top Box 53.36% (25-25 school Year)	I have opportunities to be successful at my school.Top Box 79%	decrease of 5.64

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.

Implementation of academic progress goals was largely aligned with planned actions during the 2025-26 school year. CAASPP results from 2024-25 reflected strong growth: 50.24% of students met or exceeded the standard in ELA, surpassing the state average by 1.39 percentage points, and 41.75% met or exceeded the standard in math, surpassing the state average by 4.45 percentage points. Socioeconomically disadvantaged students showed significant gains in both subjects.

All staff were trained in continuous improvement processes, and a continuous improvement coach facilitated PDSA cycles during spring staff meetings. Standards-based report cards were expanded to all grade levels (TK-8), and parent conferences were held quarterly.

Middle school academic support was redesigned with grade-level rooms and teacher pull-out time. Sixty percent of students attended most support hours, rising to 74% among socioeconomically disadvantaged students. Reading intervention was redesigned using the California Reading Screener, with dyslexia screening implemented through 2nd grade.

Formative assessment data from 2025-26 showed declines, though results should be interpreted in the context of enrollment growth. The addition of approximately 20 new 4th-grade and 30 new 6th-grade students introduced learners whose diagnostic placements reflected prior educational settings. This is particularly evident in Grade 6, where iReady reading proficiency dropped from 53% to 31% and math from 30% to 24%. Overall, iReady proficiency declined to 55% in reading and 34% in math. K-2 benchmark proficiency was 48%, down from the 61% baseline, with low participation rates in some early grades limiting data reliability.

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

3.1 – Professional Development: Effective. All staff are trained in continuous improvement, up from three at baseline. A coach and lead stipend positions improved the quality and consistency of PDSA cycles.
3.2 – Standards-Based Report Card: Effective. Report cards were expanded to all grade levels (TK-8), up from K-5 at baseline. Teachers collaboratively revised report cards in March and during the first quarter. Parent conferences to review report cards were scheduled each quarter.
3.3 – Benchmark Testing K-2: Partially effective. The reading screener provided actionable intervention data, but proficiency declined to 48%, and low participation in some grades limits confidence in the results.
3.4 – Formative Reading Assessments (iReady): Mixed. Overall proficiency declined from 66% to 55%. Grade 3 was a bright spot at 84%. Middle school grades dropped significantly, with new 6th-grade enrollment a major contributing factor.
3.5 – Formative Math Assessments: Ineffective relative to targets. Proficiency declined from 45% to 34%, with Grade 7 (52% to 20%) and Grade 6 (24%) most impacted. Grade 8 improved (36% to 43%). New student enrollment and the early stage of dedicated math support hours contributed to the overall decline.
3.6 – CAASPP ELA All Students: Effective. Met/exceeded reached 50.24%, surpassing the state average by 1.39 percentage points.
3.7 – CAASPP ELA Socioeconomically Disadvantaged: Effective. Students improved approximately 62 points from baseline, moving from 75.1 points below standard to near the state average.
3.8 – Reading Intervention: Effective. Redesigned using the California reading screener with dyslexia screening through 4th grade. By year-end, 94% of students achieved grade-level proficiency in phonics and phonological awareness.
3.9 – CAASPP Math All Students: Effective. Met/exceeded reached 41.75%, above the state average by 4.45 percentage points.
3.10 – CAASPP Math Socioeconomically Disadvantaged: Effective. Students gained over 42 points, improving from 106 points below standard to 63.7 points below.

3.11 – Academic Support: Effective in engagement, outcomes still developing. Strong attendance rates, particularly among socioeconomically disadvantaged students (74%). Formative data declines are influenced by the influx of new 6th-grade students.

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.

CHSA will adopt a new diagnostic assessment tool (IXL) for 2026-27 to better align formative data with instructional goals and provide more reliable progress monitoring across grade levels. Additionally, CHSA will adopt new K-5 ELA (Book Shark) and math (IXL Takeoff) curricula to strengthen core instruction and better support student achievement. CHSA will continue to support students with the LRBG. This focus will be on small group support.
CHSA will monitor formative assessment trends in 4th and 6th grade as enrollment grows, tracking the performance of returning versus new students to better assess program effectiveness. Math support in grades 6-7 will be intensified.

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	Professional Development In the subject areas and UDL and continuous improvement	Increased professional development to support and ensure improved outcomes for all students and sub-groups.	$12,823.00	No
3.2	Benchmark testing K-2	In order to monitor academic progress for all students and sub-groups	$1,832.00	No
3.3	Formative reading assessments	Use of programs such as Iready in order to monitor academic progress for all students and sub-groups	$9,838.00	No
3.4	Formative Math Assessments	Use of programs such as IXL in order to monitor academic progress for all students and sub-groups	$14,920.00	No
3.5	ELA Supports Students	Maintain additional instructional aid for small group instruction with a focus on low income students	$54,612.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	Math supports for students	Maintain additional instructional aid for small group instruction with a focus on low income students	$56,659.00	Yes
3.7	Reading Intervention	Use of programs such as SiPPs Barton and Sonday in order to monitor and improve academic progress for all students and sub-groups	$38,417.00	Yes
3.8	Small group or individual tutoring for students in K-3 for early literacy supports	LREBG funds will be utilized to support certificated or classified staff to implement early literacy interveintions for students in K-3	$14,074.00	No
3.9	Class Size Reduction in Middle School	All middle school classes will have student to teacher ratio no greater than 22:1.	$275,000.00	Yes
3.10	Middle School Academic Support	Extra support offered in order to monitor and improve academic progress for all students and sub-groups	$79,669.00	Yes
3.11	Parent Trainings Reading Writing	monitor student progress more closely and work in partnership with parents to set goals for students materials and supplies	$500.00	No

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
$$494,765.00	$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
11.045%	8.330%	$357,773.00	19.375%

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
3.5	**Action:** ELA Supports Students **Need:** **Scope:** LEA-wide		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.6	**Action:** Math supports for students **Need:** The socioeconomically disadvantaged students went from 89.6 points below standard to 106 points below standard according to the Dash Board. **Scope:** LEA-wide Schoolwide	Providing additional staff to provide math academic support	IXL I ready results
3.7	**Action:** Reading Intervention **Need:** 53% of the students qualified for reading intervention are low income **Scope:** LEA-wide Schoolwide	We will offer a number of reading groups that will give parents options to groups so they can fit them in to different schedules	Number of students enrolled in groups and attending
3.9	**Action:** Class Size Reduction in Middle School **Need:** The socioeconomically disadvantaged students went from 89.6 points below standard to 106 points below standard according to the Dash Board.		IXL an dlocal assessment data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.10	**Action:** Middle School Academic Support **Need:** CHSA offered an extra 12 hours per week of Academic Support for all 120 middle school students. 57% of all middle school students attended the majority of the offered hours. For the Socioeconomically disadvantaged students, the number of students who attended the majority of the offered hours rose to 74%. **Scope:** LEA-wide Schoolwide	This offers students who need more support or whose parents may not have to free time or ability to help will have an option to help make their students successful.	Attendance and weekly grade checks

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
3.5	**Action:** ELA Supports Students **Need:** 75.1 points below standard on the California Dashboard	Providing additional staff to provide reading and academic support	IReady and IXL reading and literacy scores and early literacy screening

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(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.

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.

NA

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	$4,479,572	$494,765.00	11.045%	8.330%	19.375%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,066,176.00	$49,074.00	$0.00	$0.00	$1,015,250.00	$665,394.00	$349,856.00

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	Facilities Inspections	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
1	1.2	Facilities Growth	All	No												
1	1.3	Standards Based Curriculum	All	No					$0.00	$35,000.00		$35,000.00			$35,000.00	
1	1.4	Standards Based Report Cards	All	No					$2,782.00	$0.00	$2,782.00				$2,782.00	
1	1.5	UDL Supported Practices	All	No				3 years	$0.00	$1,000.00	$1,000.00				$1,000.00	
1	1.6	Emergency Drills	All	No					$0.00	$0.00	$0.00				$0.00	
2	2.1	Parent Surveys	All	No												
2	2.2	Student Surveys	All	No												
2	2.3	Expand Mental Health Supports	All	No					$190,147.00	$0.00	$190,147.00				$190,147.00	
2	2.4	Student Focus Groups on School Climate	All	No					$2,446.00	$2,000.00	$4,446.00				$4,446.00	
2	2.5	Expand Program Offerings	All	No					$15,631.00	$0.00	$15,631.00				$15,631.00	
2	2.6	Expand Course Offerings	All	No					$196,302.00	$0.00	$196,302.00				$196,302.00	
2	2.7	School Events for Families and Students	All	No					$0.00	$7,098.00	$7,098.00				$7,098.00	
2	2.8	Implementation of Positive Behavior Interventions and Supports	All	No					$0.00	$4,500.00	$4,500.00				$4,500.00	

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
3	3.1	Professional Development In the subject areas and UDL and continuous improvement	All	No				2026-27	$12,823.00	$0.00	$12,823.00				$12,823.00	
3	3.2	Benchmark testing K-2	All	No				2026-27	$1,832.00	$0.00	$1,832.00				$1,832.00	
3	3.3	Formative reading assessments	All	No				2026-27	$0.00	$9,838.00	$9,838.00				$9,838.00	
3	3.4	Formative Math Assessments	All	No				2026-27	$0.00	$14,920.00	$14,920.00				$14,920.00	
3	3.5	ELA Supports Students	Low Income	Yes	LEA-wide Limited to Unduplicated Student Group(s)	Low Income	All Schools TK-8	2026-27	$54,612.00	$0.00	$54,612.00				$54,612.00	
3	3.6	Math supports for students	Low Income	Yes	LEA-wide Schoolwide	Low Income	All Schools Specific Schools: CHSA	2026-27	$56,659.00	$0.00	$56,659.00				$56,659.00	
3	3.7	Reading Intervention	Low Income	Yes	LEA-wide Schoolwide	Low Income	All Schools Specific Schools: CHSA TK-5	2024-27	$38,417.00	$0.00	$38,417.00				$38,417.00	
3	3.8	Small group or individual tutoring for students in K-3 for early literacy supports	All	No					$14,074.00	$0.00		$14,074.00			$14,074.00	
3	3.9	Class Size Reduction in Middle School	Low Income	Yes	LEA-wide	Low Income	All Schools Specific Schools: CHSA 6-8	2024-27	$0.00	$275,000.00	$275,000.00				$275,000.00	
3	3.10	Middle School Academic Support	Low Income	Yes	LEA-wide Schoolwide	Low Income	All Schools Specific Schools: CHSA 6-8	2024-27	$79,669.00	$0.00	$79,669.00				$79,669.00	
3	3.11	Parent Trainings Reading Writing	All	No				2025-27	$0.00	$500.00	$500.00				$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
$4,479,572	$494,765.00	11.045%	8.330%	19.375%	$504,357.00	0.000%	11.259 %	**Total:**	$504,357.00
								LEA-wide Total:	$504,357.00
								Limited Total:	$54,612.00
								Schoolwide Total:	$174,745.00

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 (%)
3	**3.5**	ELA Supports Students	Yes	LEA-wide Limited to Unduplicated Student Group(s)	Low Income	All Schools TK-8	$54,612.00	
3	**3.6**	Math supports for students	Yes	LEA-wide Schoolwide	Low Income	All Schools Specific Schools: CHSA	$56,659.00	
3	**3.7**	Reading Intervention	Yes	LEA-wide Schoolwide	Low Income	All Schools Specific Schools: CHSA TK-5	$38,417.00	
3	**3.9**	Class Size Reduction in Middle School	Yes	LEA-wide	Low Income	All Schools Specific Schools: CHSA 6-8	$275,000.00	
3	**3.10**	Middle School Academic Support	Yes	LEA-wide Schoolwide	Low Income	All Schools Specific Schools: CHSA 6-8	$79,669.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$669,200.00	$659,057.00

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**	Facilities Inspections	No	$0.00	0
1	**1.2**	Facilities Growth	No	0.00	0
1	**1.3**	Standards Based Curriculum	No	$35,000.00	$33,899.00
1	**1.4**	Standards Based Report Cards	No	$5,469.00	$2,782.00
1	**1.5**	UDL Supported Practices	No	$1,000.00	$105.00
1	**1.6**	Emergency Drills	No	$0.00	0
2	**2.1**	Parent Surveys	No	0.00	0
2	**2.2**	Student Surveys	No	0.00	0
2	**2.3**	Expand Mental Health Supports	No	$175,174.00	$187,173.00
2	**2.4**	Student Focus Groups on School Climate	No	$4,446.00	$4,446.00
2	**2.5**	Expand Program Offerings	No	$14,739.00	$15,631.00

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)
2	**2.6**	Expand Course Offerings	No	$181,591.00	$188,738.00
2	**2.7**	School Events for Families and Students	No	$4,750.00	$7,098.00
2	**2.8**	Implementation of Positive Behavior Interventions and Supports	No	$5,800.00	$2,357.00
3	**3.1**	Professional Development In the subject areas and UDL and continuous improvement	No	$26,902.00	$12,822.00
3	**3.2**	Benchmark testing K-2	No	$1,500.00	$1,832.00
3	**3.3**	Formative reading assessments	No	$11,000.00	$9,838.00
3	**3.4**	Formative Math Assessments	No	$7,500.00	$14,320.00
3	**3.5**	ELA Supports Students	Yes	$56,601.00	$51,629.00
3	**3.6**	Math supports for students		$52,133.00	$53,152.00
3	**3.7**	Reading Intervention	Yes	$35,297.00	$38,417.00
3	**3.8**	Middle School Academic Support	Yes	$49,798.00	$34,818.00
3	**3.9**	Parent Trainings Reading Writing	No	$500.00	0.00

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)
506217	$141,696.00	$148,444.00	($6,748.00)	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)
3	**3.5**	ELA Supports Students	Yes	$56,601.00	51629		
3	**3.7**	Reading Intervention	Yes	$35,297.00	35980		
3	**3.8**	Middle School Academic Support	Yes	$49,798.00	60835		

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)
4295148	506217	0	11.786%	$148,444.00	0.000%	3.456%	$357,773.00	8.330%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

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

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

  - Identify the action as an LREBG action;

  - Include an explanation of how research supports the selected action;

  - Identify the metric(s) being used to monitor the impact of the action; and

  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

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

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

California Department of Education
November 2024