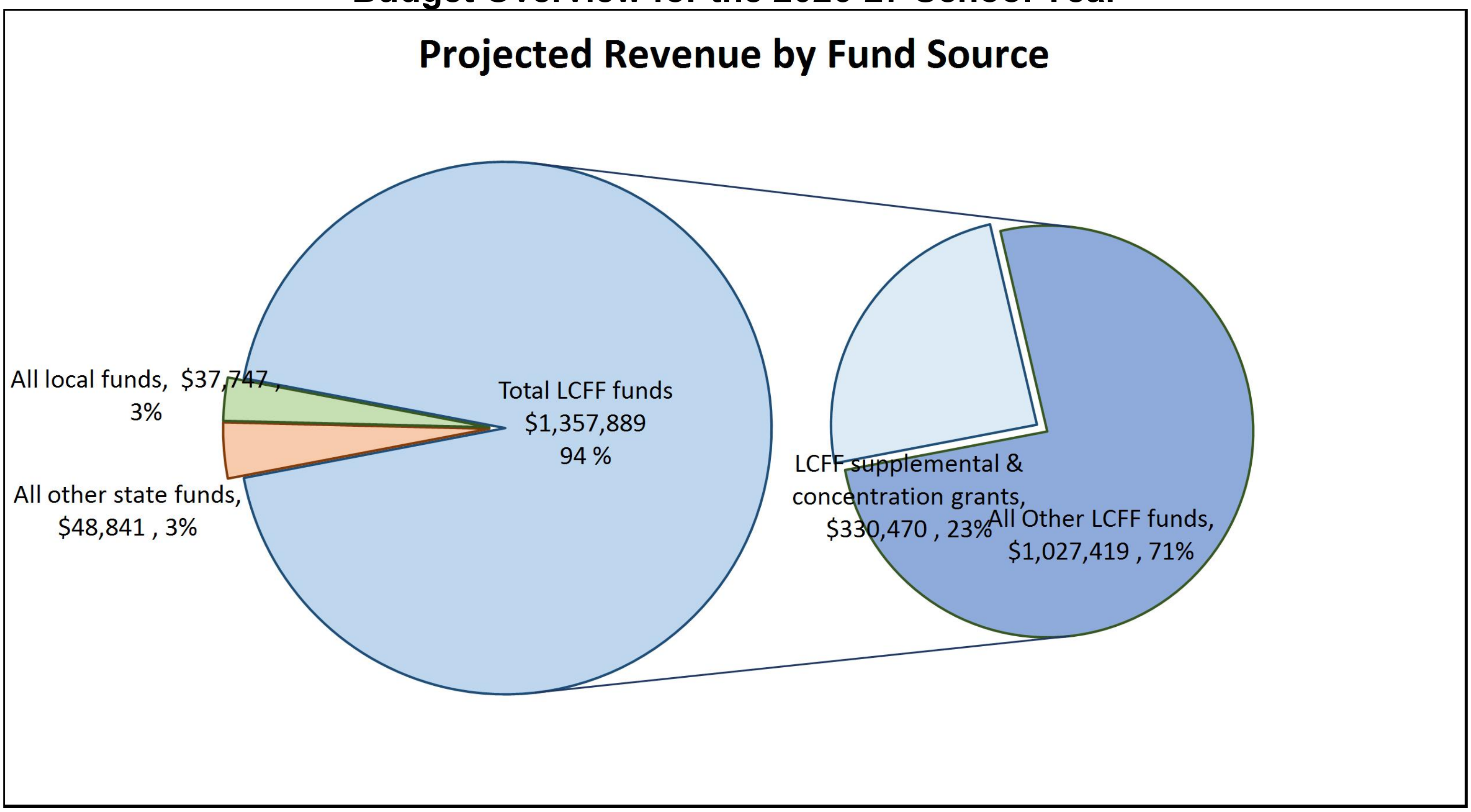
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lincoln Street School
CDS Code: 52-10520-6119606
School Year: 2026-27
LEA contact information:
Sommer Grooms
Principal

530-528-7385

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

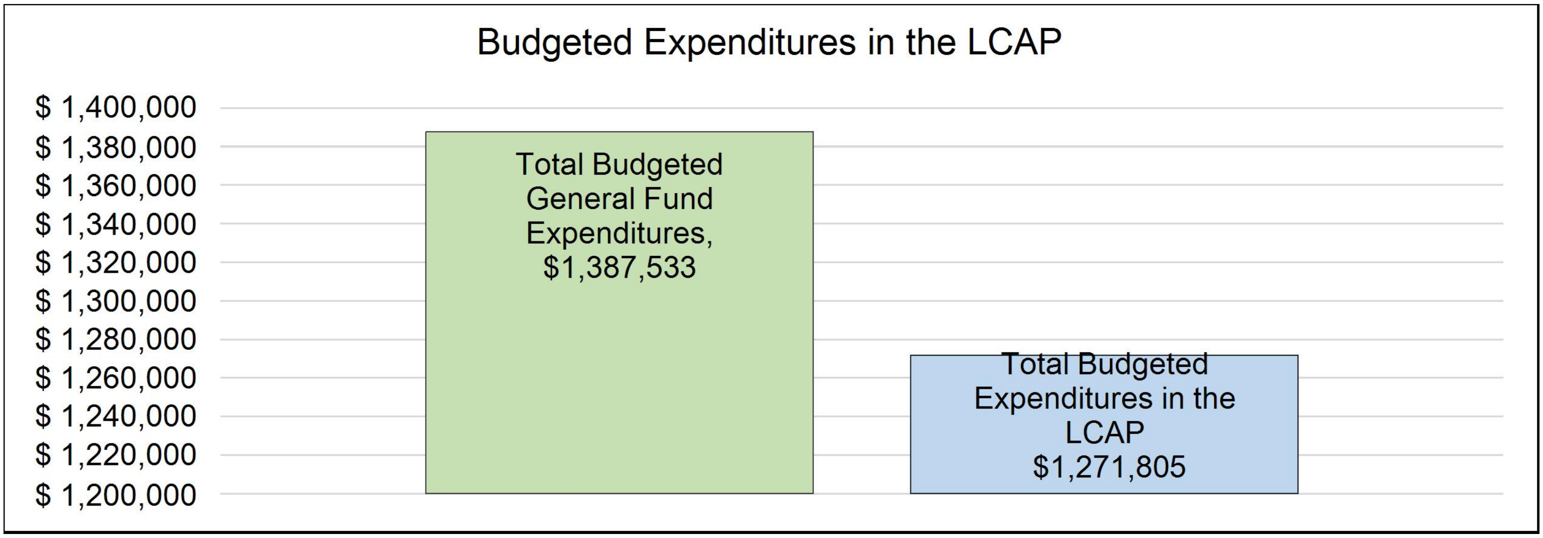


This chart shows the total general purpose revenue Lincoln Street School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lincoln Street School is $1,444,477, of which $1,357,889 is Local Control Funding Formula (LCFF), $48,841 is other state funds, $37,747 is local funds, and $0.00 is federal funds. Of the $1,357,889 in LCFF Funds, $330,470 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 Lincoln Street School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

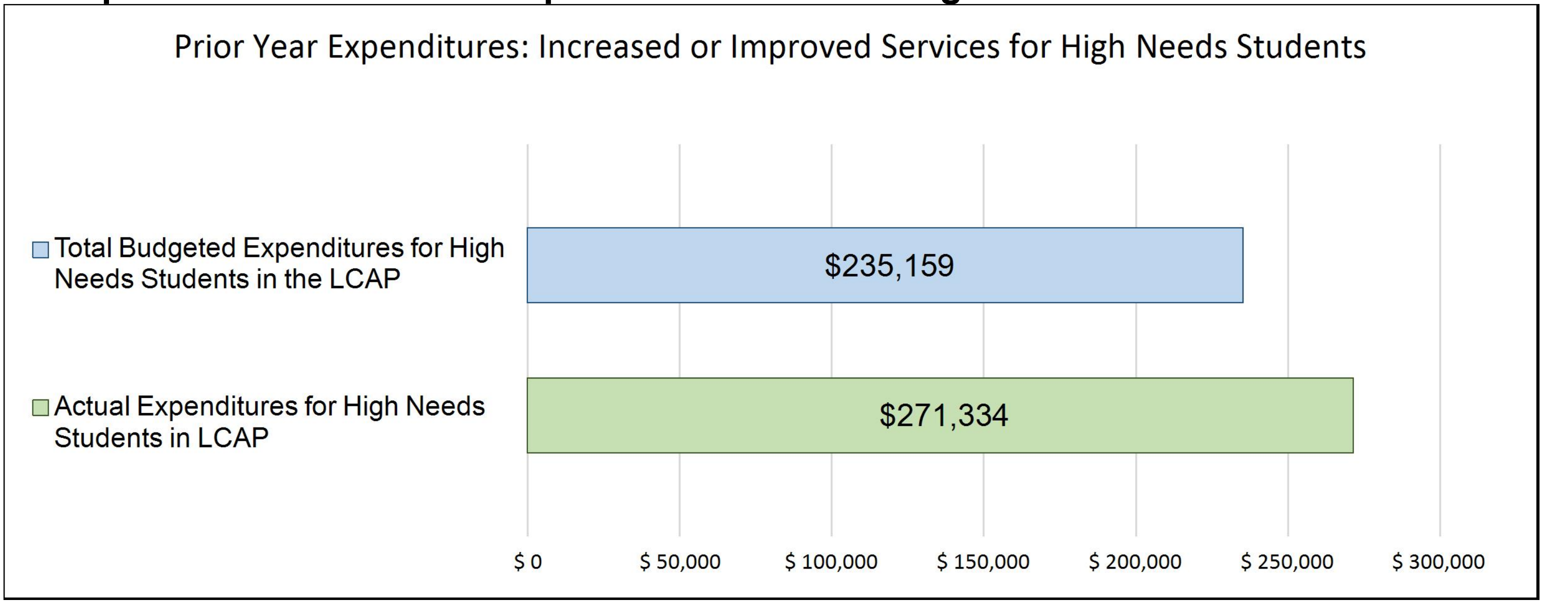
The text description of the above chart is as follows: Lincoln Street School plans to spend $1,387,533 for the 2026-27 school year. Of that amount, $1,271,805 is tied to actions/services in the LCAP and $115,728 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2026-27, Lincoln Street School is projecting it will receive $330,470 based on the enrollment of foster youth, English learner, and low-income students. Lincoln Street School must describe how it intends to increase or improve services for high needs students in the LCAP. Lincoln Street School plans to spend $258,240 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 Lincoln Street School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Lincoln Street School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Lincoln Street School's LCAP budgeted $235,159.06 for planned actions to increase or improve services for high needs students. Lincoln Street School actually spent $271,334 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
Lincoln Street School	Sommer Grooms Principal	sgrooms@tehamaschools.org 530-528-7385

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.

Lincoln Street School (LSS) is a TK–8 non-classroom-based public charter school authorized by the Tehama County Department of Education, serving approximately 96 students through a parent-as-teacher model. Credentialed teachers partner with families to deliver standards-aligned instruction at home, supported by weekly one-on-one meetings, in-person and virtual intervention classes in ELA and mathematics, and a multi-measure assessment system. Additionally, social-emotional learning is integrated throughout the program, woven in through academics, as well as intentional groups and one-on-one lessons. Founded in 1985 and chartered as a public school in 2013, LSS was renewed by the Tehama County Board of Education in 2026 for a five-year term through June 2031. The school has sustained average attendance above 95 percent and a stable instructional team across four decades of serving Tehama County families.

Our mission — to inspire students, empower parents, and promote a lifelong love for learning — reflects our core belief that when parents are equipped to teach well, students learn well.

Reflections: Annual Performance

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

The 2025 California School Dashboard identifies Lincoln Street School as a middle-performing charter school with significant academic performance gaps that require focused attention. Both English Language Arts and Mathematics are reported in the Red performance level for the All Students group, with declining trends year-over-year. These results reset our understanding and provide an opportunity to elevate where the school stands as we enter the final year of the 3-year LCAP cycle.

Mathematics remains our lowest-performing indicator. Socioeconomically disadvantaged (SED) students, who comprise 78.4 percent of our enrollment, are performing 132.8 points below standard; a decline of 45.3 points from the prior year. The magnitude and pace of this decline indicate that current intervention efforts are not reaching students at the intensity required to arrest learning loss.

English Language Arts performance is also a critical concern. SED students are 95.6 points below standard, reflecting a 28.3-point decline from the prior year. While ELA has historically shown more resilience than mathematics at LSS, the 2025 data indicate that reading and writing outcomes now require the same level of focused investment — particularly in early literacy, where parent instructional confidence is most variable.

Assessment participation among Lincoln Street students is a strength. According to the California Department of Education's 2025 Participation Rate Report, 96 percent of socioeconomically disadvantaged students eligible for state assessment participated, and the All Students participation rate was 92 percent. Strong participation rates mean the school has reliable visibility into student performance, the data accurately reflects how students are doing, and the performance gaps documented above represent the real instructional challenge ahead

Chronic absenteeism continues to trend in the wrong direction. The 2025 Dashboard reports 7.2 percent chronic absenteeism with an Orange performance level, up 1.8 percentage points from the prior year. In our homeschool model, absence is defined by insufficient work submission rather than physical attendance, and the rising rate tracks closely with the participation gap noted above. Contributing factors include housing instability and economic pressure on SED families, limited parent capacity to deliver daily standards-based instruction, and social-emotional barriers.

Lincoln Street's parent-as-teacher model depends on a functioning partnership between credentialed teachers and the adults delivering instruction at home. When that partnership is strong, students thrive in an individualized environment. When that partnership falters, it is typically because a family is under stress, or possibly a parent lacks confidence in a content area, or because the home environment cannot sustain daily academic routines. This causes students not simply to underperform; they fall outside the reach of the instructional program.The 2025 Dashboard results indicate that current intervention services are not reaching SED students with sufficient intensity to close performance gaps, and that improved assessment participation will give us a more complete picture of student progress.

Areas of continued strength remain. Facility conditions are exemplary per the annual Facilities Inspection Tool, all teachers are appropriately credentialed and assigned, and access to standards-aligned curriculum is at 100 percent as measured by Williams Reporting. Suspension and expulsion rates remain at zero. Family engagement events, including Park Days, Club Days, Book Fair Family Nights, and the Music Showcase, continue to draw strong participation. The Book Blast literacy initiative has placed 374 books into LSS households and continues as an annual literacy tradition, and Sown to Grow SEL screening and weekly check-ins have strengthened our capacity to identify students needing mental health support in partnership with our community mental health partners. Beginning in 2025–26 and continuing into 2026–27, LSS is engaged in an academic Multi-Tiered System of Supports (MTSS) cohort facilitated by the Tehama County Department of Education, building staff capacity to implement tiered academic supports and use data more systematically to drive intervention decisions. This work is foundational to the academic priorities described in this LCAP.

The 2026–27 LCAP prioritizes three interconnected areas in response to this analysis: strengthening parent instructional capacity so that daily at-home instruction is standards-aligned and effective, providing targeted academic intervention with particular intensity for SED students in mathematics and ELA, and closing the engagement and participation gap through structured outreach and family support. These priorities are reflected in the actions under Goals 1 and 2.

Schools and Student Groups Receiving the Lowest Performance Level on the 2023 California School Dashboard: On the 2023 California School Dashboard, Lincoln Street School received a Red performance level for the All Students group in Mathematics (97.9 points below standard). This identification remains unchanged throughout the three-year LCAP cycle, and required actions to address this performance level are included under Goal 1.

Learning Recovery Emergency Block Grant (LREBG)
Lincoln Street School has unexpended LREBG funds for the 2026–27 LCAP year. Pursuant to Education Code Section 52064.4 and the needs assessment requirement of EC Section 32526(d), the school conducted a needs assessment during the 2025–26 school year that focused on the academic, engagement, and social-emotional needs of our socioeconomically disadvantaged student population.

The needs assessment, developed in consultation with educational partners including staff and families, drew on 2025 California School Dashboard data and program review. It documented a 28.3-point single-year decline in ELA performance and a 45.3-point single-year decline in mathematics performance for SED students. The assessment identified four priority areas for LREBG investment: targeted academic intervention in mathematics and ELA, student engagement and tiered re-engagement, family support and capacity building, and social-emotional and wellness supports.

LREBG-funded actions addressing these priorities are included within Goals 1 and 2 of this LCAP. Each LREBG-funded action identifies its alignment with the allowable uses of funds under EC Section 32526(c)(2), the research base supporting the action, the metric used to monitor its impact, and the amount of LREBG funds supporting the action. LREBG funds are used to supplement, not supplant, services otherwise available to all students, providing dedicated and elevated supports for SED students consistent with the purpose of the grant.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Monthly staff meetings with standing LCAP agenda items; monthly one-on-one meetings with administration to discuss instructional priorities, student needs, and program feedback; end-of-year LCAP feedback survey capturing input on curriculum, intervention systems, professional development needs, and family engagement.
Classified Staff	Monthly staff meetings; bi-monthly one-on-one meetings with administration to gather input on student support needs, operational practices, and program feedback.
Students	Annual student survey administered in April capturing student voice on academic experience, school connectedness, and learning preferences; ongoing informal feedback gathered by teachers during in-person clubs, Park Days, and community events; teacher-facilitated check-ins during academic support sessions.
Parents (PAC/Governance Board - with SpEd Input)	Monthly Governance Board / Parent Advisory Committee meetings; family LCAP surveys distributed in September 2025 and March 2026 capturing input on academic supports, communication, and program priorities; feedback sessions during Parent Club meetings and community events (Park Days, Club Days, Book Fair Family Nights, Music Showcase); ongoing weekly one-on-one teacher-family meetings.
Administrators	Monthly staff meetings; participation in Governance Board / Parent Advisory Committee meetings; ongoing consultation with Tehama County Department of Education, including participation in the academic MTSS cohort.

Educational Partner(s)	Process for Engagement
Special Education Staff and SELPA	Regular consultation with the school's resource teacher regarding student needs, service delivery, and program priorities; ongoing coordination with Tehama County SELPA on specialized services, compliance, and planning for students with disabilities.

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

Lincoln Street School engages educational partners throughout the year in an ongoing, multi-channel process designed to gather input from the families, students, and staff who shape the school's program. For the development of the 2026–27 LCAP, partner input was gathered through monthly Governance Board meetings (which serve as the school's Parent Advisory Committee), monthly staff meetings, and regular one-on-one check-ins with certificated and classified staff, family and staff surveys administered during the school year, student surveys, and informal feedback sessions during Parent Club gatherings, community events, and student clubs. Feedback gathered across these channels was synthesized by school leadership and used to inform goal priorities, action design, and metric selection within this LCAP.

Feedback gathered across all partner groups pointed consistently toward the same priorities. Families, staff, and students alike affirmed the strengths of Lincoln Street's parent-as-teacher model through the following categories: positive student-staff relationships, strong home-school communication, and a learning environment in which students feel known. Within that context, partners also identified a clear set of areas where additional focus is warranted. These are addressed by each education partner group:

The most consistent theme across staff feedback was the central importance of parent instructional capacity. Staff identified family buy-in and parents' confidence in their role as teachers as the highest-leverage factor in student outcomes. Similarly, this is a finding that aligns directly with the school's Dashboard performance analysis and the LREBG needs assessment. Family feedback reinforced this when parents noted a need for more academic support in foundational skills, particularly in early literacy and mathematics, and expressed interest in additional resources to support their children at home. This alignment of values and needs led to strengthening parent instructional capacity as a central priority within Goal 2, along with expanded intervention supports under Goal 1.

Staff also identified the need for continued expansion of intervention systems. These lie particularly in phonics (K–1), mathematics, and writing, and affirmed that interventions launched during 2025–26 were addressing previously unmet needs. This feedback, combined with family interest in foundational academic supports and the school's ongoing participation in the TCDE academic MTSS cohort, shaped the academic intervention actions included under Goal 1.

Student voice consistently reflected a desire for more in-person connection with peers, which has grown exponentially in the 25-26 school year. Students also desire more hands-on and project-based learning, and field trips tied to what they are learning in their current grade bands. This feedback informed the continued investment in Club Days, Park Days, standards-connected field trips, and student-interest-based enrichment offerings under Goal 2.

The 2025–26 LREBG Needs Assessment was developed in consultation with these same educational partners as part of this ongoing engagement process. Staff feedback identifying intervention needs, family feedback identifying academic support needs, and Governance

Board discussions regarding student engagement and academic performance all contributed to the needs assessment findings and the selection of LREBG-funded actions within Goals 1 and 2. Priority areas identified through partner consultation, including targeted academic intervention, student engagement and tiered re-engagement, family support and capacity building, and social-emotional and wellness supports, are reflected in the LREBG-funded actions described in those goals.

Consultation with the school's resource teacher and Tehama County SELPA surfaced an emerging concern about special education service access: students who are submitting general education work and being marked present for instruction are, in a growing number of cases, not engaging in their required special education service minutes. In a homeschool charter model, this creates a distinct compliance and equity challenge. Students cannot be served if they are not present for specialized instruction, even when they are technically engaged with their general education teacher. This feedback is informing LCAP planning related to family communication about IEP service requirements, attendance monitoring specifically for students with IEPs, and coordination between general education and special education staff to flag service-minute gaps early and often.

Additional family survey data indicated that awareness of counseling and intervention services lagged behind the services actually being offered, leading to a focus on improved communication about available supports. Staff identified professional development needs, particularly in social-emotional learning and specialized instructional resources, informing the continued investment in staff professional development under Goal 1.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Lincoln Street School will provide a family-centered, equitable academic program to ensure high academic and social achievement for all students, including socioeconomically disadvantaged and unduplicated pupils.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Lincoln Street School operates as a non-classroom-based charter school in which credentialed teachers and parents work in partnership to deliver standards-aligned instruction in the home. In this model, the parent serves as the daily instructor, while the credentialed teacher assigns work, monitors progress, assesses learning, and supports both student and parent through ongoing consultation. State-adopted curriculum mirrors that of local traditional public schools, ensuring that students who transition to traditional middle schools, high schools, or other educational settings are prepared to succeed academically.

The 2025 California School Dashboard data make clear that this model, while structurally sound, has not yet produced equitable academic outcomes for all students at Lincoln Street. The All Students group received Red performance levels in both Mathematics and English Language Arts, with significant year-over-year declines for socioeconomically disadvantaged students, who comprise 86.6 percent of our enrollment. A participation gap in state assessments further indicates that a meaningful portion of the school's most vulnerable population is not consistently engaged with the instructional program.

Goal 1 reflects Lincoln Street's commitment to closing these gaps through a strengthened approach grounded in three core understandings. First, parent instructional capacity is the highest-leverage factor in student outcomes within a homeschool model; when parents are equipped to teach well, students learn well. Second, academic intervention must be available to all students who need it and intensified for students furthest from grade level, including socioeconomically disadvantaged students supported through Learning Recovery Emergency Block Grant funds. Third, instructional decisions must be informed by reliable, frequent assessment data through the school's emerging Multi-Tiered System of Supports framework. Together, these understandings shape the actions and metrics included under this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Student attendance rates as measured by Aeries reporting	23/24: 98.49%	24/25: 97.9	25/26: 98.96%	Student attendance rates will meet or exceed 95%	0.47% increase from Baseline
1.2	Chronic Absenteeism as measured by CALPADS reporting.	22/23: 6.8%	24/25: 5.4%	25/26: 7.2%	4% or lower	.4% higher than Baseline
1.3	Student's meeting standards in Math as measured by CAASPP assessment	22/23: Math = 12.5% Met/Exceed	24/25: Math = 12.5% Met/Exceed	25/26: 10.41% Met/Exceed	30% will meet/exceed CAASP Math.	2.09% decrease in students meeting or exceeding the standard for Math in comparison to Baseline
1.4	Student's meeting standards in ELA as measured by CAASPP assessment.	22/23: ELA = 22.5% Met/Exceed	24/25: ELA = 30.0% Met/Exceed	25/26: 18.75% Met/Exceed	45% will meet/exceed CAASP ELA.	3.75% decrease in students meeting or exceeding the standard for ELA in comparison to Baseline
1.5	Percentage of English learner and/or LTEL students progressing at least one performance level on the annual Summative ELPAC assessment.	22/23 14.82% Initial Fluent English Proficient 15.12% Intermediate English Learner 70.06% Novice English Learner	24/25 12.76% Initial Fluent English Proficient 13.07% 2.05% Intermediate English Learner 74.17% Novice English Learner	25/26: Data suppressed due to small group size on the 2025 California School Dashboard	50% of students increase performance.	Data suppressed due to small group size on the 2025 California School Dashboard
1.6	EL reclassification as measured by LEA reporting.	2 EL students were reclassified for the 2023/24 school year	24/25:1 EL student was reclassified for the 2024/25 school year	25/26: No students were reclassified in the 2025/26	Minimum of 1 reclassification each year.	Year 2 Outcome did not meet the target for the metric
1.7	Percentage of school facilities rated in ‘Good’ or ‘Exemplary’ condition as measured by the	100% of FIT reports rate Facilities in Exemplary Condition	24/25: 100% of FIT reports rate Facilities in	25/26: 100% of FIT reports rate Facilities in	Good or Exemplary Condition 100%	Year 2 Outcome met the Outcome for the metric.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	annual Facilities Inspection Tool (FIT).		Exemplary Condition	Exemplary Condition	based on FIT report	
1.8	Student suspension rates as measured by Aeries reporting.	23/24: 0 Suspensions	24/25: 0 Suspensions	25/26: 0 Suspensions	Less than 1% suspended	Data for Year 1 same as Baseline
1.10	Students expulsion rates as measured by Aeries reporting.	23/24: 0 Expulsions	24/25: 0 Expulsions	25/26: 0 Expulsions	Less than 1% expelled.	Data for Year 1 same as Baseline
1.11	Teacher appropriately assigned and credentialed as measured by Williams Reporting	23/24: 0 Williams-Act complaints	24/25: 0 Williams-Act complaints	25/26: 0 Williams-Act complaints	Maintain 0 complaints	Data for Year 1 same as Baseline
1.12	Student access to standards curriculum as measured by Williams Reporting	100% of students with access	24/25: 100% of students with access	25/26: 100% of students with access	100% of students with access	Data for Year 1 same as Baseline
1.13	Percentage of students with IEPs receiving at least 90 percent of their required service minutes annually, as measured by resource teacher service-minute tracking.	25/26: New baseline established. Service-minute tracking system implemented in 2025–26 through SELPA consultation; year-end data will establish the baseline.	New baseline established 25/26	New baseline established 25/26	90 percent of students with IEPs receiving at least 90 percent of their required service minutes	New baseline established 25/26

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.

Goal 1's planned actions have been implemented largely as written during the 2025–26 school year. Academic interventions in mathematics and ELA have launched on schedule, and the school's multi-measure assessment system continues to operate consistently, producing the data staff need to guide instructional decisions. Attendance monitoring has been strengthened through structured teacher check-ins and earlier re-engagement protocols. Staff professional development has occurred as planned. Facilities and curriculum access have remained at full compliance, while suspension and expulsion rates remain at zero, consistent with the school's non-classroom-based model.

A significant area of progress during 2025–26 has been Lincoln Street's entry into the Tehama County Department of Education's academic MTSS cohort. This work is new and gaining traction, beginning to build staff capacity to implement tiered academic supports and use assessment data more systematically to guide intervention decisions. Although MTSS implementation is in its early stages, it has introduced structure and language that staff are actively using to think about student needs more rigorously than in prior years.

In-person intervention classes have emerged as a notable bright spot. Students who attend these sessions have benefited from small-group instruction and direct access to credentialed teachers. Staff feedback confirmed that interventions launched this year are addressing needs that had previously gone unmet.

Implementation challenges during 2025–26 centered on the reach and intensity of academic intervention. While the actions launched as planned and reached students with identified gaps, the small staffing footprint and the homeschool model's reliance on parent-delivered instruction at home limited how broadly and consistently those services could be delivered, particularly for SED students whose families face additional barriers. This challenge is the central driver behind the strengthened intervention approach reflected in the 2026–27 actions.

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

Action 1.3 — Student Academic Intervention
Estimated actual expenditures for Action 1.3 reflect the purchase of Bright Thinker supplemental curriculum materials to support student academic intervention during the 2025–26 school year. During implementation, the school expanded Tier 1 and Tier 2 instructional support resources to better address identified student learning needs, resulting in expenditures that differed from the original budget. Lincoln Street School continues to evaluate the effectiveness of supplemental curriculum materials in supporting student academic growth and intervention efforts.

Action 1.4 — Staff Professional Development
Actual expenditures for Action 1.4 exceeded the planned budget due to increased staff participation in Multi-Tiered System of Supports (MTSS) professional development during the 2025–26 school year. As Lincoln Street School expanded implementation of MTSS practices to strengthen intervention, progress monitoring, and data-based decision making, professional development costs were higher than originally projected.

Action 1.6 — Additional Teachers to Support Learning Loss
Actual expenditures for Action 1.6 were lower than budgeted due to a staff vacancy that occurred during the school year. Although the position was ultimately filled and restored to 1.0 FTE, the vacancy resulted in salary and benefit savings for a portion of the year. As a result, actual expenditures were below the amount originally budgeted for the action.

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

Academic intervention and progress monitoring (Actions 1.3, 1.4, 1.6; Metrics 1.3, 1.4, 1.5, 1.6). The school's multi-measure assessment system has been implemented with fidelity, and staff now have consistent, actionable data through DIBELS, Renaissance STAR, NWEA

MAP, and curriculum-based measures. In-person intervention classes have reached students with identified skill gaps, and staff feedback confirms that interventions launched this year are addressing previously unmet needs. Despite these operational successes, the 2024–25 outcome data reflected on the 2025 California School Dashboard shows that mathematics performance has not yet moved for SED students, and ELA performance has declined. The intervention actions have functioned as designed, but the intensity and reach of those services have not been sufficient to produce measurable improvement for the students furthest from grade level. This is the primary reason LREBG-funded supplemental intervention for SED students is being added to the 2026–27 LCAP, because existing actions have reached some students effectively but have not closed the outcome gap, and the supplemental LREBG investment is intended to extend intervention frequency and intensity specifically for the SED population.

Attendance and engagement (Action 1.7; Metrics 1.1, 1.2):
Attendance monitoring has improved through structured teacher check-ins and tiered re-engagement protocols, and overall attendance rates remain strong at or near 95 percent. Chronic absenteeism, however, rose from 5.4 percent in 23/24 to 7.2 percent in 24/25, moving the school to an Orange performance level on the 2025 Dashboard. The current attendance action has produced progress for the general student population, but has not stopped the upward trend in chronic absenteeism, which is concentrated among SED families navigating housing instability and limits the capacity to deliver daily home instruction. Strengthening this work in 2026–27 will require deeper outreach and re-engagement structures paired with the family support and capacity-building priorities reflected under Goal 2.

Professional development and staff capacity (Action 1.4; supports all Goal 1 metrics):
Staff professional development has been delivered as planned and has directly supported the school's entry into the TCDE academic MTSS cohort. This is an emerging area of strength: staff are beginning to use tiered supports, universal screening, and data-driven intervention decisions in ways that were not previously embedded in practice. MTSS implementation is still early, so its impact on student outcomes is not yet measurable, but the foundation being built is expected to strengthen the effectiveness of intervention actions in 2026–27 and beyond.

Base program, special education, materials, and facilities (Actions 1.1, 1.2, 1.5, 1.9; Metrics 1.7, 1.11, 1.12). These foundational actions have been consistently effective. Facilities remain in exemplary condition per the annual Facilities Inspection Tool (FIT). Williams Reporting confirms 100 percent teacher credentialing and 100 percent access to standards-aligned curriculum, and special education services continue to be delivered in coordination with Tehama County SELPA. Broad course of study offerings, including field trips, clubs, and family nights, have drawn strong participation and remain a meaningful strength of the program. One area requiring new attention within this grouping is special education service access: consultation with the resource teacher and SELPA has surfaced a growing pattern of students engaging in general education work but not attending their required IEP service minutes. Although the school's current metrics track credentialing and special education service delivery at a compliance level, they do not capture day-to-day service-minute participation in a meaningful way. New actions addressing service-minute monitoring and general education / special education coordination are being added to the 2026–27 LCAP to strengthen this area of practice.

Discipline (Metrics1.8 1.10). Suspension and expulsion rates remain at zero, consistent with the school's non-classroom-based model and the positive school climate reported by families, students, and staff. These metrics are not driven by a specific intervention action but rather by the broader program design and the school's relational culture. No change to this approach is indicated.

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.

Based on this analysis, partner feedback, and the 2025–26 LREBG needs assessment, several changes are reflected in the 2026–27 LCAP.

Metric 1.2 (Chronic Absenteeism) baseline and Year 1 Outcome data have been verified against certified CALPADS reporting and updated to reflect accurate values. The 2024–25 CALPADS rate of 7.2 percent, as reflected on the 2025 California School Dashboard, is entered as the Year 2 Outcome.

Metric 1.5 (EL progress on Summative ELPAC) is under review for refinement. Given the small EL testing population at Lincoln Street School, percentage-based progression data is statistically unreliable, so the school is evaluating whether student-level matched data will support the current metric or whether a refined metric better captures EL progress at LSS scale.

Academic intervention actions under Goal 1 are being strengthened to provide dedicated supplemental supports specifically for SED students. This change is consistent with both the LREBG needs assessment and the supplement-not-supplant requirement of LREBG funding. Actions supporting the academic MTSS framework are also being formalized and expanded, building directly on the TCDE cohort work currently underway.

Action 1.8 (Skills-based Assessment and Progress Monitoring) has been consolidated into Action 1.3, which now includes universal screening, benchmark assessment, and progress monitoring as integrated components of the school's intervention work.

Staffing capacity is being expanded in 2026–27 through the addition of a new credentialed teacher. The position is designed to carry a general student caseload while also supporting academic intervention with particular emphasis on mathematics and early literacy, and providing weekly SEL lessons schoolwide. This addition reduces individual teacher caseloads, enabling deeper one-on-one support for families while expanding the school's capacity to deliver small-group academic intervention and consistent structured SEL access for all students. Funding for the position is being finalized as part of the 2026–27 budget development process

New actions are being developed to address the special education service access concern that surfaced through consultation with the resource teacher and Tehama County SELPA. These include attendance monitoring specifically for students with IEPs, along with improved coordination between general education and special education staff to flag service-minute gaps early.

Finally, the goal description and rationale have been refined to reflect the school's updated understanding of where performance gaps are concentrated and the central role of parent instructional capacity in student outcomes. These refinements are described in the goal statement and rationale section above.

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	Core Instructional Program and Operations	Maintain Lincoln Street staffing, materials/supplies, and facilities at levels appropriate to enrollment and program needs. • Salaries and benefits • Materials/supplies • Software licenses • Rent/maintenance • Tech support services • Fiscal and administrative oversight by TCDE Effectiveness of this action is monitored through Metric 1.7 (facilities condition), Metric 1.11 (teacher credentialing and assignment), and Metric 1.12 (student access to standards-aligned curriculum).	$728,283.00	No
1.2	Special Education Support and Service Delivery Monitoring	Special education services are provided based on student-identified needs in coordination with the Tehama County SELPA. Services include resource teacher support, IEP development and implementation, specialized academic instruction, and related services as identified through the IEP process. Compliance with state and federal special education law is maintained through ongoing collaboration with SELPA. Building on consultation with SELPA and the resource teacher during 2025–26, the school is strengthening service delivery monitoring in 2026–27 to ensure students with IEPs consistently receive their required service minutes. Strengthened components include: Weekly tracking of IEP service-minute attendance, maintained by the resource teacher Coordination protocol between general education and special education staff to flag service-minute gaps within one week of occurrence Family communication on IEP service requirements at the start of the school year, at IEP meetings, and when service-minute gaps occur, clarifying that IEP services are a required component of the student's educational program Tiered re-engagement protocol for students with persistent service-minute gaps, including outreach by the resource teacher, follow-up with the family, and IEP team review when appropriate Quarterly review of service-minute data with the resource teacher and administration	$238,301.00	No

Action #	Title	Description	Total Funds	Contributing
		Effectiveness of this action is monitored through Metric 1.13 (annual percentage of students with IEPs receiving at least 90 percent of their required service minutes), supplemented by weekly service-minute tracking maintained by the resource teacher, quarterly compliance review with administration, and IEP team review for students with persistent gaps.		
1.3	Student Academic Intervention and Progress Monitoring	Lincoln Street School provides comprehensive academic intervention and progress monitoring designed to address learning needs across all students, with intensified supplemental supports for socioeconomically disadvantaged (SED) students consistent with the school's 2025–26 LREBG needs assessment. This action represents the school's primary response to the performance gaps documented on the 2024 California School Dashboard, where the All Students group received Red performance levels in both Mathematics and English Language Arts, and SED students showed continued significant declines in both subjects. Components include: Universal screening and benchmark assessment in ELA and mathematics using DIBELS, Renaissance STAR, NWEA MAP, and curriculum-based measures, administered at consistent intervals across the school year In-person and virtual small-group intervention classes in mathematics and ELA, organized by grade band and skill level, with priority access for students performing below grade level Targeted supplemental intervention for SED students providing additional frequency and intensity beyond services available to all students, supported by LREBG funding English Language Development instruction for English Learners, aligned with ELPAC performance level, and integrated with the student's general education program Progress monitoring through structured cycles of assessment, intervention, and review, anchored in the school's emerging Multi-Tiered System of Supports (MTSS) framework Parent communication and coaching to extend intervention strategies into the home learning environment, recognizing that parent instructional	$39,563.00	Yes

Action #	Title	Description	Total Funds	Contributing
		capacity is the highest-leverage factor in student outcomes within the school's parent-as-teacher model LREBG Information: This action is funded in part by Learning Recovery Emergency Block Grant (LREBG) funds. LREBG investment supports the targeted supplemental intervention component for SED students, aligned with the allowable use of funds described in Education Code Section 32526(c)(2)(B): "Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, tutoring or other one-on-one or small group learning supports provided by certificated or classified staff." LREBG funds are used to supplement, not supplant, services otherwise available to all students. Research base: Small-group instruction and high-dosage tutoring are among the most well-established evidence-based practices for accelerating learning recovery and closing performance gaps. The What Works Clearinghouse Practice Guide on assisting students struggling with mathematics identifies systematic, explicit small-group instruction as a strong-evidence intervention (Institute of Education Sciences, 2021). Research synthesized by the National Student Support Accelerator at Annenberg / Brown University documents that frequent, structured small-group tutoring delivered by trained instructors produces consistent academic gains across grade levels and subject areas (Robinson, Kraft, et al., 2022). The Council for Exceptional Children further documents that progress monitoring within a Multi-Tiered System of Supports framework, using universal screening data to inform tiered intervention placement, is foundational to accelerating outcomes for students with the largest performance gaps (CEC, 2018). Metrics monitoring effectiveness: Metrics 1.3 (CAASPP Mathematics meet/exceed), 1.4 (CAASPP ELA meet/exceed), 1.5 (EL progress on Summative ELPAC), 1.6 (EL reclassification). LREBG funding amount: To be finalized with business services.		

Action #	Title	Description	Total Funds	Contributing
1.4	Staff Professional Development	Provide ongoing professional development to certificated and classified staff aligned with Lincoln Street School's instructional priorities and student needs. PD focus areas for 2026–27 include: Multi-Tiered System of Supports (MTSS) implementation, including universal screening, tiered intervention placement, and data-driven decision making, supported by participation in the Tehama County Department of Education academic MTSS cohort Evidence-based academic intervention strategies in mathematics and English Language Arts, with particular emphasis on serving socioeconomically disadvantaged students and students performing below grade level Family engagement and parent instructional capacity building, including coaching strategies for supporting parents in their role as primary instructors in the home Assessment data analysis and progress monitoring practices using the school's multi-measure assessment system Integration and implementation of California content standards and English Language Development standards Conferences and external learning opportunities relevant to non-classroom-based charter school operations and instructional leadership	$103,719.00	Yes
1.5	Textbooks & Supplies	Purchase additional textbooks, supplemental supplies, and resources as indicated by student enrollment and replacement needs. Ensure all textbooks are standards-based. Effectiveness of this action is monitored through Metric 1.12 (student access to standards-aligned curriculum as measured by Williams Reporting).	$9,047.00	No
1.6	Additional Teachers to support Learning Loss	Maintain additional certificated teaching staff beyond the base teacher allocation, including the addition of a new credentialed teacher position for 2026–27. These teachers carry general student caseloads while also supporting academic intervention, with particular emphasis on mathematics and early literacy in response to the school's Red performance level on the 2023 California School Dashboard for the All	$121,610.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Students group in Mathematics. Cycles of inquiry are used to identify intervention strategies and adjust practice based on student outcome data.		
1.7	Attendance Monitoring	MOU with TCDE department for SARB investigations and follow-up support services.	$2,023.00	Yes
1.9	Broad Course of Study	Host opportunities for engagement that is meaningful and relevant to the instructional program: Field trips, clubs, family nights that support the development of the whole child.	$2,425.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Lincoln Street School will provide a strong, family-centered alternative education program with opportunities for parent/guardian decision-making, parent learning, and student wellness to address the whole-child within our instructional program.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Lincoln Street is a non-classroom based charter school that is a parent as teacher model. By providing additional support and pedagogy instruction to the parents, our hope is that parents can provide a more enriching learning environment to their children resulting in higher student learning outcomes. This goal was developed based on input from our parent engagement nights and responses to survey questions. 40% (6 of 15 respondents) of our engagement responses indicated that they would like additional training on the curriculum, especially in the area of math. Math was the subject area identified by most as the most difficult to teach based on parent/guardians experience or comfort with the subject, the higher level of math, and the way they were taught which feels to many, different than todays standards and requirements (46% of respondents). Survey data also indicated our parents don't always clearly understand what the activities we are hosting are about our the relevance for them. Families seek an alternative school option for a variety of reasons. Historically, we have collected academic and social emotional data for our students and families. As a staff, we discussed how we are using this data to drive instruction and support intervention. Our analysis showed that although we are collecting significant data regarding our students, we need to further develop a systematic approach allows for not only the collection but ongoing measurement that supports how or if additional intervention or acceleration is needed. By fostering the whole child approach to learning, it will incorporate social, emotional, mental, and trauma needs to be addressed. By providing support for these needs, progress on their learning goals will be able to take place. In addition, providing whole family support and needs will aid in the overall education of the child.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of parents/guardians of unduplicated students and students with disabilities who attend school or district engagement events, as measured by sign-in sheets, meetings or digital attendance records	100% of parents participated in IEP meetings and other school events for students with disabilities. 15% of parents/guardians of unduplicated students attended school engagement events, based on attendance and sign-in sheets.	100% of parents participated in IEP meetings and related school meetings, events. 20% of parents/guardians of unduplicated students attended school engagement events, based on attendance and sign-in sheets.	100% of parents participated in IEP meetings and related school meetings, events. 35% of parents/guardians of unduplicated students attended school engagement events, based on attendance and sign-in sheets.	Percentage of attendance or engagement will be at 70% or greater	SWD 30% higher than baseline; unduplicated student attendance up 20 percentage points from baseline (still 35% below Year 3 target)
2.2	Parent sense of safety and school connectedness as measured by annual surveys.	Sense of Safety: 100% Agree or Strongly Agree Sense of School Connectedness: 100% Agree or Strongly Agree	Sense of Safety: 100% Agree or Strongly Agree Sense of School Connectedness: 100% Agree or Strongly Agree	Sense of Safety: 100% Agree or Strongly Agree Sense of School Connectedness: 100% Agree or Strongly Agree	85% parents response with a sense of safety and school connectedness.	Maintained 100% from baseline
2.3	Student sense of safety and school connectedness as measured by annual surveys.	Student (TK -8th Grade) Sense of safety: 100% reporting Sense of school connectedness:50%	Student (TK -8th Grade) Sense of safety: 100% reporting Sense of school connectedness: 85%	Student (TK -8th Grade) Sense of safety: 100% reporting Sense of school connectedness: 100%	85% student response with a sense of safety and school connectedness.	Sense of safety meets baseline. Sense of school connectedness increased by 50%
2.4	Annual student and family survey response rate	25/26: Family survey response rate ~30% (21 of 69 enrolled families)	New baseline established 25/26	New baseline established 25/26	50% family response rate	New baseline established 25/26

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 majority of Goal 2's actions were implemented consistently and effectively during the 2025–26 school year, with several areas showing meaningful growth from prior years. Family and student engagement events — including monthly Park Days, Club Days, Book Fair Family Nights, and the Music Showcase — occurred as planned and continued to draw strong participation. Student club participation increased significantly during 2025–26, supported by the launch of a new after-school art club that has become a popular addition to the school's enrichment offerings. Parent engagement also grew through expanded family events and field trips, and through the establishment of a new parent-led parent group that meets monthly on campus during student club time, providing families with a regular space for community-building, peer support, and connection to the school. Communication with families remained a clear strength, supported by ParentSquare for schoolwide messaging and weekly one-on-one meetings between teachers and families that anchor the parent-as-teacher partnership. Technology support, including devices and software access, was provided as planned to all families who requested support.

While these gains reflect meaningful momentum, participation among certain family groups — including English Learner families and some socioeconomically disadvantaged families — remained lower than schoolwide averages. Strengthening outreach to these families is a focus area for 2026–27 and is reflected in the actions described later in this goal.

Implementation of social-emotional learning was the area where actual practice diverged most significantly from the prior LCAP's plan. The previous LCAP described a structured SEL curriculum delivered through Sown to Grow weekly check-ins paired with formal SEL lessons. In practice, SEL during 2025–26 occurred informally rather than as a structured curriculum. Teachers continued to integrate social-emotional support into academic conversations and to identify students needing mental health partnerships with the school's community mental health partner, but the schoolwide curricular structure described in the prior plan was not fully realized. The 2026–27 LCAP addresses this directly through the new credentialed teacher position, which includes weekly SEL lessons as a core responsibility, paired with continued integration of social-emotional support into academic conversations and ongoing partnership with the school's community mental health partner.

The Family Success Liaison position described in the prior LCAP did not exist during 2025–26. Functions originally envisioned for this role — family outreach, parent coaching, engagement monitoring — were absorbed informally into the responsibilities of credentialed teachers and administration, contributing to staff workload challenges that the 2026–27 LCAP partially addresses through expanded teaching capacity. The 2026–27 plan shifts focus toward strengthening parent instructional capacity through staff coaching and direct family communication rather than through a dedicated liaison position.

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.

Expenditures for Goal 2 actions during the 2025–26 school year remained consistent with planned amounts. Engagement Activities (Action 2.1), parent training and workshops (Action 2.2), and Parent Committee Meetings (Action 2.3) were implemented as planned, with minor variations in actual expenditures reflecting normal fluctuation in program costs.

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

Family engagement and communication (Actions 2.1, 2.3; Metrics 2.1, 2.2, 2.3, 2.4). Engagement actions have been among the strongest in the LCAP. Monthly Park Days, Club Days, Book Fair Family Nights, and the Music Showcase have continued to draw participation, and 2025–26 saw meaningful expansion through a new after-school art club and the establishment of a parent-led parent group meeting monthly during student club time. Communication with families remained a clear strength through ParentSquare for schoolwide messaging and weekly one-on-one teacher-family meetings that anchor the parent-as-teacher partnership. Parent committee meetings continued as a regular structure for parent voice and feedback. Survey data indicates that family and student sense of safety and connectedness has grown meaningfully — student-reported school connectedness rose from 50 percent at baseline to 100 percent in 2025–26, and parent attendance at engagement events for unduplicated student families increased from 15 percent at baseline to 35 percent. While these gains are substantial, parent attendance for unduplicated families remains below the Year 3 target of 70 percent. Strengthening outreach to these families is a focus area for 2026–27.

Parent training and capacity-building (Action 2.2; supports Metrics 2.1, 2.4). Parent training and workshops occurred in a more limited form than originally described in the prior LCAP. While some workshops and informational sessions took place during family events, the structured curriculum-aligned parent training described in the prior plan was not fully implemented. Family survey feedback indicated continued strong interest in academic support resources, particularly in early literacy and mathematics. The 2026–27 LCAP strengthens this action by anchoring parent training in the school's MTSS work and aligning training topics with the foundational academic skills families have specifically identified as priority needs.

Technology (Action 2.6; supports overall Goal 2 implementation). Technology support has been delivered as planned. Devices and software access have been provided to all families who requested support, removing a barrier that had previously limited home learning for some students. This action has functioned effectively and requires no significant change.

Social-emotional learning (Action 2.5; supports Metrics 2.2, 2.3). SEL has been the least effective of Goal 2's planned actions. The structured SEL curriculum and professional development described in the prior LCAP were not fully implemented during 2025–26. SEL occurred informally through teacher integration into academic conversations and through partnership with the school's community mental health partner for students requiring direct support. While these informal practices have provided meaningful help to specific students, the absence of a structured schoolwide approach has meant that not all students consistently access SEL learning.The 2026–27 LCAP addresses this gap directly by incorporating weekly SEL lessons as a core responsibility of the new credentialed teacher position, ensuring that all students have consistent access to structured SEL learning while continuing the integrated SEL practices and mental health partnerships that have been working at the individual student leve

Family Success Liaison (Action 2.4; supports all Goal 2 metrics). This position did not exist during 2025–26 and was therefore not effective in the sense the prior LCAP intended. Functions originally envisioned for the role were absorbed informally into the responsibilities of credentialed teachers and administration. The 2026–27 LCAP retires this action and shifts focus toward strengthening parent instructional capacity through expanded teaching capacity (addressed in Goal 1) and through more intentional family communication and coaching practices distributed across staff.

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.

Based on this analysis, partner feedback, and the school's experience implementing Goal 2 in 2025–26, several changes are reflected in the 2026–27 LCAP.

Metric 2.4 has been refined for clarity. The metric language has been updated to "annual student and family survey response rate" so that the metric, data points, and Year 3 Target consistently measure the same thing. Because reliable response-rate data was not tracked in prior years, the baseline has been reset using 2025–26 data per CDE guidance allowing baseline revision when data collection practices change. The 2025–26 family survey response rate of approximately 30 percent (21 of 69 enrolled families) serves as the new baseline. The Year 3 Target of 50 percent family response rate is retained from the prior LCAP, representing an ambitious but achievable increase grounded in the school's strong family relationships and ongoing investment in family communication.

Action 2.4 (Family Success Liaison) is being retired from the 2026–27 LCAP. The position did not exist during 2025–26, and the functions originally envisioned for the role were absorbed informally by credentialed teachers and administration. Rather than maintaining an action that does not match operational reality, the 2026–27 LCAP shifts focus toward strengthening parent instructional capacity through expanded teaching capacity (addressed under Goal 1) and through more intentional family communication and coaching practices distributed across staff.

Action 2.5 (SEL Curriculum and Professional Development) is being reframed and strengthened for 2026–27. The structured SEL curriculum described in the prior LCAP was not implemented as intended during 2025–26 because it did not match the school's available staffing capacity. The 2026–27 approach delivers structured SEL through weekly SEL lessons taught by the new credentialed teacher, complemented by ongoing SEL integration into academic and family touchpoints and continued partnership with the school's community mental health partner. This combination provides consistent, structured SEL access for all students within a model the school can sustain.

Outreach to unduplicated student families is a focus area for 2026–27. While overall family engagement grew substantially in 2025–26, parent attendance at engagement events for unduplicated families increased from 15 percent at baseline to 35 percent — meaningful growth, but still well below the Year 3 target of 70 percent. The 2026–27 LCAP strengthens outreach to these families through continued multilingual communication, more consistent advance notice of events through a school engagement calendar, and intentional inclusion in parent-led activities.

Action 2.2 (Parent training and workshops) is being strengthened for 2026–27 by anchoring training topics in the foundational academic skills families have specifically identified as priorities, particularly early literacy and mathematics. Training will be aligned with the school's MTSS framework and the home-instruction priorities reflected throughout this LCAP.

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	Engagement Activities	Provide frequent and positive communication between school and home (face-to-face interaction, phone, email, web-site, etc.). Monitor parent/guardian satisfaction using a survey.	$2,968.00	Yes
2.2	Provide training/workshops for parents/guardians.	Topics to be addressed will align with family-identified areas of interest/need, as identified in parent surveys, student data and staff observation. Make use of local consultants (TCDE, community, experienced Lincoln Street parents) as presenters.	$601.00	Yes
2.3	Parent Committee Meetings	Purchase materials and supplies for parent committee meetings.	$850.00	Yes
2.5	SEL Curriculum and Whole-Child Support	Provide structured social-emotional learning (SEL) instruction and whole-child support to all Lincoln Street School students. Weekly SEL lessons are delivered by a credentialed teacher as a core responsibility of the new teacher position, ensuring consistent schoolwide access to structured SEL learning. The Sown to Grow SEL screener and weekly check-in platform supports this work by surfacing student social-emotional trends, identifying students who may need additional support, and providing teachers with actionable data to inform their practice. SEL is further reinforced through teacher integration into academic conversations during weekly one-on-one teacher-family meetings, embedded SEL themes within family engagement events, and ongoing partnership with the school's community mental health partner for students requiring direct mental health support.	$3,500.00	Yes
2.6	Technology equipment	Purchase technology equipment to meet the needs of 21st Century learners (Chromebooks)	$18,915.00	No

Action #	Title	Description	Total Funds	Contributing

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
$330,470	$$33,683.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
32.165%	73.474%	$751,565.00	105.639%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** Student Academic Intervention and Progress Monitoring **Need:** Lincoln Street School's unduplicated pupils — including SED students, English Learners, and foster youth — have demonstrated significant performance gaps on the 2024 California School Dashboard, particularly in mathematics	Academic intervention and progress monitoring are provided on a schoolwide basis because Lincoln Street School's enrollment is 86.6 percent socioeconomically disadvantaged, with English Learners and foster youth represented within that population. Universal screening and benchmark assessment must reach every student to inform reliable tiered intervention placement, and intervention services must be available to every student who demonstrates need, regardless of	1.3, 1.4, 1.5

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
	and English Language Arts. SED students are performing 132.8 points below standard in mathematics and 95.6 points below standard in ELA, with a documented participation gap in state assessments. English Learners require continued language development support, and foster youth benefit from individualized intervention and progress monitoring. **Scope:** Schoolwide	their unduplicated status. Schoolwide implementation also supports the school's emerging Multi-Tiered System of Supports framework, which depends on universal screening of all students to identify those requiring Tier 2 and Tier 3 supports. Within this schoolwide structure, unduplicated pupils — including SED students, English Learners, and foster youth — receive additional, supplemental supports beyond services available to all students. The targeted SED intervention component, supported by LREBG funds, provides additional frequency and intensity for students whose performance data indicate the most significant gaps. English Language Development instruction is provided to English Learners aligned with their ELPAC performance level. Progress monitoring frequency is increased for unduplicated pupils receiving Tier 2 and Tier 3 supports, ensuring that intervention adjustments are made quickly when student response data suggests a different approach is warranted. Research supports the effectiveness of this combined schoolwide-plus-targeted approach. The Institute of Education Sciences identifies multi-tiered systems of support as a strong-evidence framework for accelerating outcomes for students furthest from grade level (IES, 2021). Studies of effective intervention for socioeconomically disadvantaged students consistently identify high-dosage small-group instruction, frequent progress monitoring, and clear data-driven decision rules as	

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
		the practices most associated with closing performance gaps (Fryer, 2017; Robinson & Loeb, 2021). Effectiveness is evaluated through CAASPP performance data, local benchmark assessment results, intervention attendance and engagement data, and progress monitoring outcomes for students receiving tiered supports. Quarterly review of these data informs adjustments to intervention design and student placement.	
1.4	**Action:** Staff Professional Development **Need:** Lincoln Street School's unduplicated pupils require intensive academic intervention, strong family instructional support, and consistent progress monitoring. Staff capacity to deliver these supports — including MTSS implementation, evidence-based intervention strategies, and family coaching — is foundational to closing performance gaps documented on the California School Dashboard. **Scope:** Schoolwide	To address these needs, Lincoln Street School provides ongoing, focused professional development to certificated and classified staff that is responsive to the school's documented student performance gaps and the realities of a non-classroom-based charter model. PD is designed to build staff capacity in three priority areas: implementation of the school's emerging Multi-Tiered System of Supports (MTSS) framework, evidence-based academic intervention in mathematics and English Language Arts, and family engagement strategies that strengthen parents' confidence and effectiveness in their role as the daily instructors of their children at home. MTSS-focused professional development is anchored in the school's continuing participation in the Tehama County Department of Education academic MTSS cohort, which provides structured learning across multiple sessions and supports staff in using universal screening data to inform tiered placement decisions. Intervention-focused PD equips teachers to deliver small-group and	1.3, 1.4, 1.5

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
		individualized supports targeted to students performing below grade level, with particular emphasis on serving socioeconomically disadvantaged students. Family engagement PD develops staff capacity to coach parents in foundational literacy and mathematics instruction, recognizing that parent instructional capacity is the highest-leverage factor in student outcomes within the school's homeschool model. Additional PD addresses ongoing instructional priorities, including English Language Development for the school's English Learners, integration of California content standards, assessment data analysis, and instructional leadership relevant to non-classroom-based charter school operations. Staff receive ongoing support through monthly staff meetings, monthly one-on-one administrative check-ins, and reflection cycles that connect professional learning to classroom practice. Effectiveness of professional development is monitored through staff feedback, student performance data on schoolwide assessments, and observation of instructional practice. Adjustments to PD focus and delivery are made based on this monitoring to ensure that staff learning aligns with student needs. Research supports the effectiveness of focused, ongoing professional development tied to specific instructional practices. The Learning Policy	

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
		Institute identifies sustained, collaborative PD focused on specific teaching practices as a key driver of student learning (Darling-Hammond et al., 2017). The What Works Clearinghouse and the Institute of Education Sciences have similarly documented the effectiveness of teacher PD anchored in evidence-based intervention practices for accelerating learning recovery among students performing below grade level.	
1.6	**Action:** Additional Teachers to support Learning Loss **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often require more personalized attention and support to succeed academically. Maintaining adequate staffing levels, including additional part-time teachers, is essential to reduce class sizes and provide individualized instruction to meet the diverse needs of these students. **Scope:** Schoolwide	To address these needs, the district will maintain an additional 1.0 Full-Time Equivalent (FTE) teacher based on enrollment needs and 30% of certificated staff. This strategy will help ensure that caseloads remain manageable, allowing teachers to provide more individualized attention and support to students. The additional teacher will assist in reducing student-to-teacher ratios, making it possible for educators to implement differentiated instruction and targeted interventions more effectively. The teacher will be integrated into the school's instructional team, collaborating with the teaching staff to co-plan lessons, share best practices, and support students' academic progress. This collaborative approach will enhance the overall instructional capacity of the school, benefiting all students, especially those who require additional support. Regular assessment and monitoring of student progress will be conducted to identify areas where students need the most help. The additional teacher will play a crucial role in providing targeted instruction and interventions based on these assessments, ensuring that students receive the	1.3, 1.4, 1.5

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
		support they need to improve their academic performance. Professional development opportunities will be provided for the additional teacher to ensure they are equipped with the latest instructional strategies and techniques. This training will focus on areas such as differentiated instruction, cultural competency, and effective classroom management, enabling the teacher to address the unique needs of foster youth, English learners, and students from low socioeconomic backgrounds. The effectiveness of maintaining the additional 1.0 FTE teacher will be regularly evaluated through student performance data, feedback from staff, and classroom observations. This data-driven approach will ensure that the staffing adjustments are meeting the intended goals of reducing class sizes and improving student outcomes. Research supports the importance of maintaining adequate staffing levels to enhance student learning outcomes. According to the National Center for Education Statistics (NCES), smaller class sizes are associated with better student performance and increased teacher-student interaction (NCES, 2018). The American Institutes for Research (AIR) emphasizes that personalized instruction and targeted support are critical for improving the academic success of at-risk students (AIR, 2013). By maintaining an additional 0.5 FTE teacher, the district aims to reduce class sizes and provide	

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
		more personalized instruction, enhancing the academic success of foster youth, English learners, and students from low socioeconomic backgrounds, ensuring they receive the support necessary to thrive.	
1.7	**Action:** Attendance Monitoring **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often face significant barriers to regular school attendance, such as unstable housing, transportation issues, and family responsibilities. These barriers can lead to chronic absenteeism and truancy, negatively impacting academic performance and overall well-being. Effective attendance interventions and support services are crucial to help these students stay engaged in their education. **Scope:** Schoolwide	To address these needs, the district will establish a Memorandum of Understanding (MOU) with the Tehama County Department of Education (TCDE) for School Attendance Review Board (SARB) investigations and follow-up support services. This partnership will ensure a comprehensive and coordinated approach to addressing attendance issues and supporting students who are at risk of chronic absenteeism and truancy. Under the MOU, TCDE will provide SARB investigations to identify the root causes of absenteeism and develop tailored intervention plans for students and families. These plans will include strategies to address barriers to attendance, such as providing transportation assistance, connecting families with community resources, and offering counseling services. The SARB will work closely with school staff, including attendance officers, counselors, and administrators, to implement these intervention plans effectively. Follow-up support services will be a key component of the partnership, ensuring that students and families receive ongoing assistance to maintain regular attendance. This support will include regular check-ins, home visits, and progress monitoring to assess the effectiveness of the interventions and make necessary adjustments. The SARB will also provide legal	1.1, 1.2

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
		guidance and support when needed to address more severe cases of truancy. Professional development will be provided for school staff to help them recognize early signs of attendance issues and implement proactive strategies to promote regular attendance. Training will include best practices for engaging families, building positive relationships with students, and creating a supportive school environment. The effectiveness of the SARB investigations and follow-up support services will be regularly evaluated through attendance data, feedback from students and families, and overall student performance. This data-driven approach will ensure that the interventions are effective and responsive to the needs of the students. Research supports the importance of comprehensive attendance interventions and follow-up support in improving student outcomes. According to Attendance Works, effective attendance strategies involve collaboration between schools, families, and community organizations to address the underlying causes of absenteeism (Attendance Works, 2015). The U.S. Department of Education emphasizes that coordinated support services and legal interventions are critical for addressing chronic absenteeism and truancy (U.S. Department of Education, 2016). By establishing an MOU with TCDE for SARB investigations and follow-up support services, the district aims to reduce chronic absenteeism and	

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
		truancy, ensuring that foster youth, English learners, and students from low socioeconomic backgrounds receive the support needed to stay engaged in their education and achieve academic success.	
2.1	**Action:** Engagement Activities **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often benefit from strong connections between school and home. Effective communication and engagement are crucial for involving parents and guardians in their children's education, addressing their needs, and ensuring their overall development and success. **Scope:** Schoolwide	To address these needs, the district will provide frequent and positive communication between school and home using various methods, including face-to-face interaction, phone calls, emails, the school website, and other digital platforms. This multi-faceted communication approach ensures that all families, regardless of their preferred communication method, stay informed and engaged with the school community. Regular face-to-face interactions will be encouraged through parent-teacher conferences, school meetings, and clubs. These opportunities will allow parents and guardians to discuss their children's progress, address concerns, and build strong relationships with educators. Phone calls and emails will be used for timely updates and direct communication, while the school website will serve as a central hub for important information, resources, and announcements. To gauge parent and guardian satisfaction and identify areas for improvement, the district will monitor feedback through regular surveys. These surveys will collect input on various aspects of school communication, engagement opportunities, and overall satisfaction with the school environment. The feedback will be used to make data-driven adjustments to communication strategies and engagement initiatives.	2.1, 2.2, 2.3

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
		In addition to communication, the district will host meaningful and relevant engagement opportunities that cater to the diverse needs of families. These opportunities will include field trips, clubs, and family nights that support the development of the whole child. Field trips will provide experiential learning opportunities, while clubs will offer students avenues to explore their interests and talents. Family nights will create a welcoming environment for parents and guardians to participate in activities that promote social, emotional, and academic development. The district will ensure that these engagement activities are inclusive and accessible to all families, particularly those of foster youth, English learners, and students from low socioeconomic backgrounds. Translators and bilingual materials will be provided to accommodate non-English-speaking families, and efforts will be made to address any logistical barriers that might prevent participation. Research supports the importance of strong school-home communication and family engagement in improving student outcomes. According to the Harvard Family Research Project, effective family engagement practices lead to better student behavior, higher academic achievement, and increased attendance (Harvard Family Research Project, 2010). The National PTA emphasizes that consistent and positive communication between school and home fosters trust and collaboration, which are essential for student success (National PTA, 2012).	

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
		By providing frequent and positive communication between school and home, monitoring parent/guardian satisfaction, and hosting meaningful engagement opportunities, the district aims to strengthen the partnership between families and the school, enhancing the development and success of foster youth, English learners, and students from low socioeconomic backgrounds.	
2.2	**Action:** Provide training/workshops for parents/guardians. **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often face unique challenges that can impact their educational experience. Engaging families in a meaningful way requires addressing their specific interests and needs, which can be identified through surveys, student data, and staff observations. Providing targeted support and resources based on these identified needs is essential for fostering a supportive and collaborative school community. **Scope:** Schoolwide	To address these needs, the district will align engagement topics with family-identified areas of interest and need, as determined through parent surveys, student data, and staff observations. This approach ensures that the content of family engagement activities is relevant and valuable to the families being served. Surveys will be conducted regularly to gather input from parents and guardians on the topics they find most important and beneficial. This feedback will guide the planning and execution of engagement activities, ensuring they are tailored to the specific needs and interests of the school community. In addition to utilizing survey data, the district will analyze student performance data and staff observations to identify areas where additional support and resources are needed. This comprehensive approach ensures that all aspects of student and family needs are considered in the planning process. To enhance the quality and relevance of engagement activities, the district will make use of local consultants, including experts from the Tehama County Department of Education (TCDE), community organizations, and experienced Lincoln	2.1

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
		Street parents, as presenters. These local consultants will bring valuable expertise and perspectives to the engagement activities, providing families with practical information and resources that are directly applicable to their needs. By involving experienced parents from the Lincoln Street community, the district can also foster peer-to-peer learning and support, creating a more connected and supportive school environment. Engagement activities will be designed to be interactive and inclusive, encouraging active participation from all attendees. Topics may include academic support strategies, mental health and wellness, college and career readiness, language development, and navigating the education system. The district will ensure that all materials and presentations are accessible to non-English-speaking families by providing translation services and bilingual resources. The effectiveness of these engagement activities will be regularly evaluated through follow-up surveys and feedback from participants. This continuous improvement process will allow the district to make data-driven adjustments to better meet the evolving needs of families. Research supports the importance of family engagement and addressing family-identified needs in improving student outcomes. According to the Harvard Family Research Project, family engagement practices that are responsive to the interests and needs of families lead to higher levels of parental involvement, which in turn	

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
		improves student achievement (Harvard Family Research Project, 2010). The National Education Association (NEA) emphasizes that utilizing community resources and local experts enhances the relevance and impact of family engagement activities (NEA, 2016). By aligning engagement topics with family-identified areas of interest and need, and by using local consultants as presenters, the district aims to create meaningful and relevant engagement opportunities that support the academic and personal success of foster youth, English learners, and students from low socioeconomic backgrounds.	
2.3	**Action:** Parent Committee Meetings **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often benefit significantly from active parental involvement and engagement in school activities. Parent committee meetings, such as those for English Learner Advisory Committees (ELAC) and other parent groups, are crucial for providing a platform for parents to voice their concerns, share their experiences, and contribute to the decision-making process. Ensuring these meetings are well-supported with necessary materials and supplies is essential for fostering meaningful and effective parental engagement. **Scope:**	To address these needs, the district will allocate funds to purchase materials and supplies for parent committee meetings. These resources will include items such as meeting agendas, informational handouts, translation services, audio-visual equipment, and refreshments. Providing these materials will ensure that meetings are well-organized, accessible, and welcoming to all parents, including those who may face language or other barriers. The district will ensure that all materials are culturally responsive and available in multiple languages to accommodate the diverse linguistic needs of the community. Translation services will be provided during meetings to ensure that non-English-speaking parents can fully participate and understand the discussions. Additionally, the use of audio-visual equipment will enhance presentations and make information more accessible and engaging for all attendees.	2.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide	Parent committee meetings will be designed to be inclusive and interactive, encouraging active participation and collaboration. By providing refreshments, the district can create a more welcoming and relaxed environment, which can help increase attendance and engagement. The materials and supplies purchased will support a variety of activities, such as workshops, presentations, and group discussions, ensuring that meetings are productive and beneficial for all participants. Regular feedback will be collected from parents to evaluate the effectiveness of the meetings and identify areas for improvement. This feedback will be used to make data-driven adjustments to meeting formats, topics, and resources, ensuring that parent committee meetings continue to meet the needs and interests of the community. Research supports the importance of providing necessary materials and resources to facilitate effective parental engagement. According to the Harvard Family Research Project, well-organized and resourced parent meetings lead to higher levels of parental involvement, which in turn improves student outcomes (Harvard Family Research Project, 2010). The National PTA emphasizes that providing accessible and welcoming environments for parent meetings is essential for fostering strong school-family partnerships (National PTA, 2012). By purchasing materials and supplies for parent committee meetings, the district aims to enhance	

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
		parental involvement and engagement, ensuring that foster youth, English learners, and students from low socioeconomic backgrounds receive the support and advocacy they need to succeed academically and personally.	
2.5	**Action:** SEL Curriculum and Whole-Child Support **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often face social and emotional challenges that can impact their academic performance and interpersonal relationships. Developing skills in self-management, emotional regulation, and effective collaboration with others is crucial for these students to succeed both academically and personally. **Scope:** Schoolwide	To address these needs, the district will purchase and train staff on a comprehensive Social Emotional Learning (SEL) curriculum designed to help students develop essential skills for managing themselves and working effectively with others. The SEL curriculum will include modules on self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These modules will be integrated into the regular school curriculum to ensure that SEL is a consistent and foundational part of students' educational experience. The district will provide professional development and training for teachers and support staff to ensure they are well-equipped to implement the SEL curriculum effectively. This training will cover the principles of SEL, instructional strategies for teaching SEL skills, and methods for creating a supportive and inclusive classroom environment. Staff will also learn how to use SEL assessment tools to monitor students' progress and adjust instruction as needed. In addition to formal training sessions, ongoing support and coaching will be provided to help staff integrate SEL into their daily interactions with students. This support will include classroom observations, feedback sessions, and access to SEL resources and materials. Staff will be encouraged to model SEL skills in their	2.3

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
		interactions with students and colleagues, creating a positive and emotionally supportive school culture. The district will also engage parents and guardians in the SEL initiative by providing them with information and resources on the importance of SEL and how they can support their children's social and emotional development at home. Workshops and informational sessions will be offered to help parents understand the SEL curriculum and strategies for reinforcing SEL skills outside of school. The effectiveness of the SEL curriculum will be regularly evaluated through student surveys, behavioral data, and academic performance metrics. This data-driven approach will ensure that the SEL program is meeting its goals and making a positive impact on students' social and emotional well-being. Research supports the effectiveness of SEL programs in improving student outcomes. According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), students who participate in SEL programs show significant improvements in social and emotional skills, attitudes, behavior, and academic performance (CASEL, 2013). The American Institutes for Research (AIR) emphasizes that SEL programs are particularly beneficial for at-risk students, helping them develop resilience and positive coping strategies (AIR, 2015).	

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
		By purchasing and training staff on a comprehensive SEL curriculum, the district aims to enhance the social and emotional development of foster youth, English learners, and students from low socioeconomic backgrounds, ensuring they have the skills necessary to manage themselves and work effectively with others.	

Limited Actions

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

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

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

Actions 1.3, 1.8, 1.11, 1.6, 3.3, 3.5: We anticipate the scores of our EL, FY, and LI students will increase significantly more than those of other students as we are able to identify areas of weakness and implement focused strategies for providing intervention that help these students make greater progress than those of their peers.

Actions 1.7, 1.10: We anticipate the attendance rates of our EL, FY, and LI students will increase significantly more than those of their peers as we provide the wrap around supports that help these students develop and implement the work completion skills they need to successful complete requirements.

Actions 2.1, 2.2, 2.4, 3.1: We anticipate that the ability of our students to better meet the challenges of academic learning will help these students make greater gains in meeting standards than those of their peers due to parents receiving the help they need to better support their children. We also believe that parents will have a more positive connection with the school that will transfer to their children being more positive about school and thusly more engaged in the learning processes.

Actions 3.2, 3.5: We anticipate that the work completion success, academic progress, and increased persistence/grit of our unduplicated students will increase greater than those of their peers as they develop the skills necessary to manage their learning and develop skills/intrinsic motivation to work towards meeting their individual goals.   *************************** By purchasing Diagnostic Assessments, Interventions and additional online resources, provides the supervising teachers data and resources to best differentiate the instruction to the individual needs to each student. The new skills based math assessment will allow supervising teachers to pinpoint exact needs with grade level equivalencies. Utilizing our Family Success Liaison, families are connected with food banks, employment agencies, housing, and support for daily living so they are able to focus on providing a quality education for their child. By implementing a Social Emotional Learning Curriculum, staff are able to develop connections with the students while providing them with tools for dealing with a magnitude of situations. Through our enrichment programs, students get equal access to opportunities and trades that they may be able to incorporate into their lives.

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.

The additional $21,527 of concentration will support the increase of a 0.5 FTE certificated teacher to a 1.0 FTE certificated teacher who will support unduplicated students as identified in action 1.6.

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

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	1,027,419	330,470	32.165%	73.474%	105.639%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,218,652.00	$53,153.00	$0.00	$0.00	$1,271,805.00	$1,097,484.00	$174,321.00

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	Core Instructional Program and Operations	All	No			All Schools	Ongoing	$684,127.00	$44,156.00	$718,654.00	$9,629.00			$728,283.00	
1	1.2	Special Education Support and Service Delivery Monitoring	Students with Disabilities	No			All Schools	ongoing	$200,000.00	$38,301.00	$238,301.00				$238,301.00	
1	1.3	Student Academic Intervention and Progress Monitoring	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$39,563.00	$33,368.00	$6,195.00			$39,563.00	
1	1.4	Staff Professional Development	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		Ongoing	$91,747.00	$11,972.00	$99,921.00	$3,798.00			$103,719.00	
1	1.5	Textbooks & Supplies	All	No			All Schools	Ongoing	$0.00	$9,047.00	$1,821.00	$7,226.00			$9,047.00	
1	1.6	Additional Teachers to support Learning Loss	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$121,610.00	$0.00	$121,610.00				$121,610.00	
1	1.7	Attendance Monitoring	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$2,023.00	$2,023.00				$2,023.00	
1	1.9	Broad Course of Study	All	No			All Schools		$0.00	$2,425.00	$1,636.00	$789.00			$2,425.00	
1	1.10															1.5%
1	1.11							One-Time								
2	2.1	Engagement Activities	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$2,968.00	$468.00	$2,500.00			$2,968.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	**2.2**	Provide training/workshops for parents/guardians.	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$601.00		$601.00			$601.00	
2	**2.3**	Parent Committee Meetings	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		Ongoing	$0.00	$850.00	$850.00				$850.00	
2	**2.5**	SEL Curriculum and Whole-Child Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$0.00	$3,500.00		$3,500.00			$3,500.00	
2	**2.6**	Technology equipment	All	No			All Schools		$0.00	$18,915.00		$18,915.00			$18,915.00	
3	**3.1**							Ongoing								
3	**3.2**							Ongoing								
3	**3.4**							Ongoing								

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
1,027,419	330,470	32.165%	73.474%	105.639%	$258,240.00	1.500%	26.635 %	**Total:**	$258,240.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$258,240.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.3**	Student Academic Intervention and Progress Monitoring	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$33,368.00	
1	**1.4**	Staff Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income		$99,921.00	
1	**1.6**	Additional Teachers to support Learning Loss	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$121,610.00	
1	**1.7**	Attendance Monitoring	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$2,023.00	
2	**2.1**	Engagement Activities	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$468.00	
2	**2.2**	Provide training/workshops for parents/guardians.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
2	**2.3**	Parent Committee Meetings	Yes	Schoolwide	English Learners Foster Youth		$850.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	**2.5**	SEL Curriculum and Whole-Child Support	Yes	Schoolwide	English Learners Foster Youth Low Income			

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$873,291.50	$0.00

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**	Base Program	No	$565,350.44	
1	**1.2**	Special Education Support	No	$44,919.00	
1	**1.3**	Student Academic Intervention	Yes	$23,429.00	
1	**1.4**	Staff Professional Development	Yes	$15,397.00	
1	**1.5**	Textbooks & Supplies	No	$5,900.00	
1	**1.6**	Additional Teachers to support Learning Loss	Yes	$207,697.06	
1	**1.7**	Attendance Monitoring	Yes	$1,874.00	
1	**1.8**	Skills based assessment and progress monitoring for math and ELA.	Yes		
1	**1.9**	Broad Course of Study	No	$2,920.00	
2	**2.1**	Engagement Activities	Yes	$2,505.00	
2	**2.2**	Provide training/workshops for parents/guardians.	Yes	$500.00	

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	**2.3**	Parent Committee Meetings	Yes	$800.00	
2	**2.4**	Additional support to students and families will be provided by the Family Success Liaison.			
2	**2.5**	SEL Curriculum and Professional Development		$1,000.00	
2	**2.6**	Technology equipment	No	$1,000.00	

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)
1,022,899	$235,159.06	$271,334.00	($36,174.94)	1.500%	0.000%	-1.500%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Student Academic Intervention	Yes	$6,886.00	39,563		
1	1.4	Staff Professional Development	Yes	$14,897.00	103,719		
1	1.6	Additional Teachers to support Learning Loss	Yes	$207,697.06	121,610		
1	1.7	Attendance Monitoring	Yes	$1,874.00	2,023		
1	1.8	Skills based assessment and progress monitoring for math and ELA.	Yes				
2	2.1	Engagement Activities	Yes	$2,505.00	2,968		
2	2.2	Provide training/workshops for parents/guardians.	Yes	$500.00	601		
2	2.3	Parent Committee Meetings	Yes	$800.00	850		

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)
1,022,899	1,022,899	0.000	100.000%	$271,334.00	0.000%	26.526%	$751,565.00	73.474%

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 32627(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 32627(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 32627(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 32627(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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