



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Higher Learning Academy

CDS Code: 34765050113878

School Year: 2026-27

LEA contact information:

Dr. Carla Galbraith

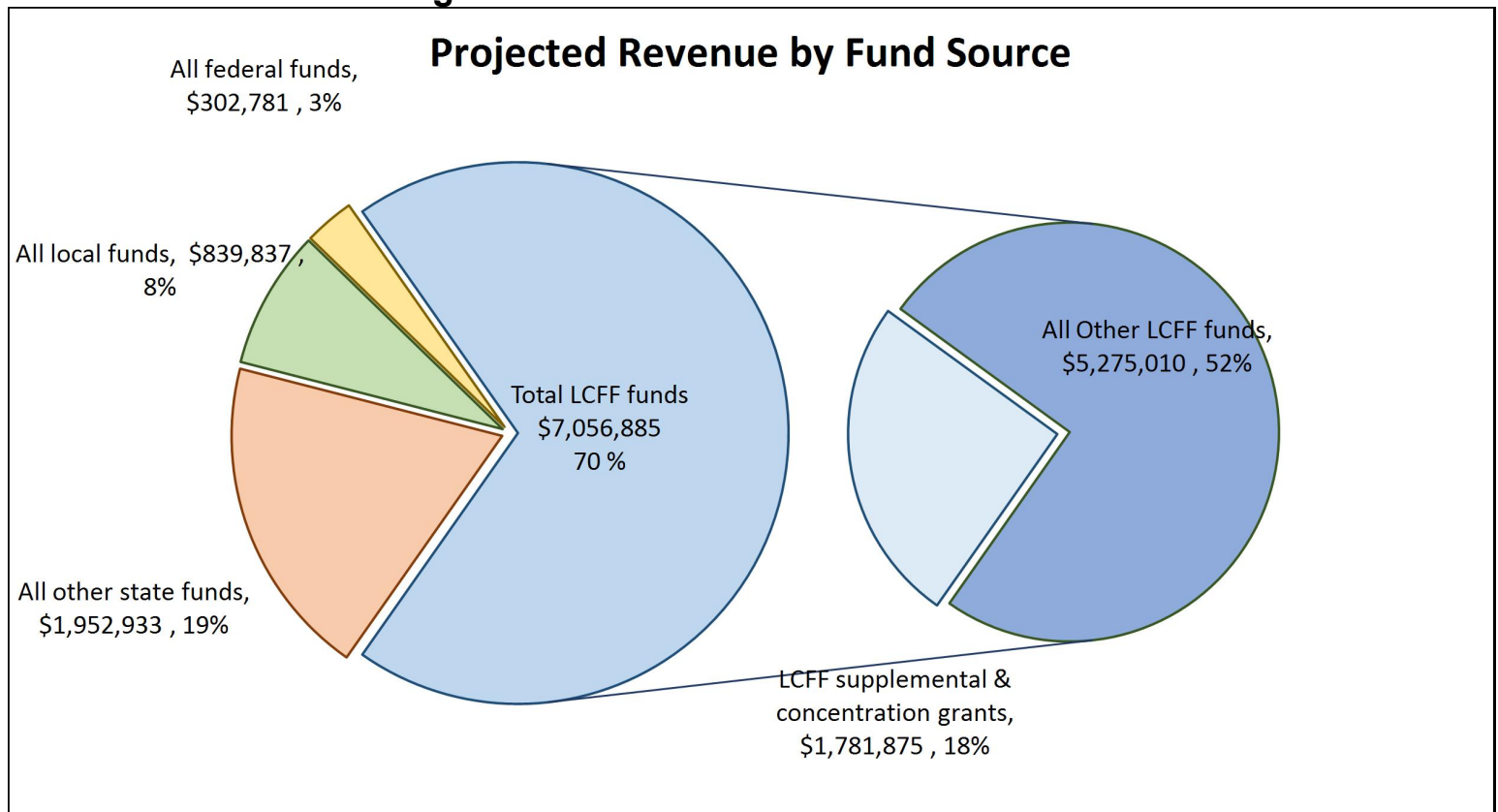
Principal

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916-286-5183

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

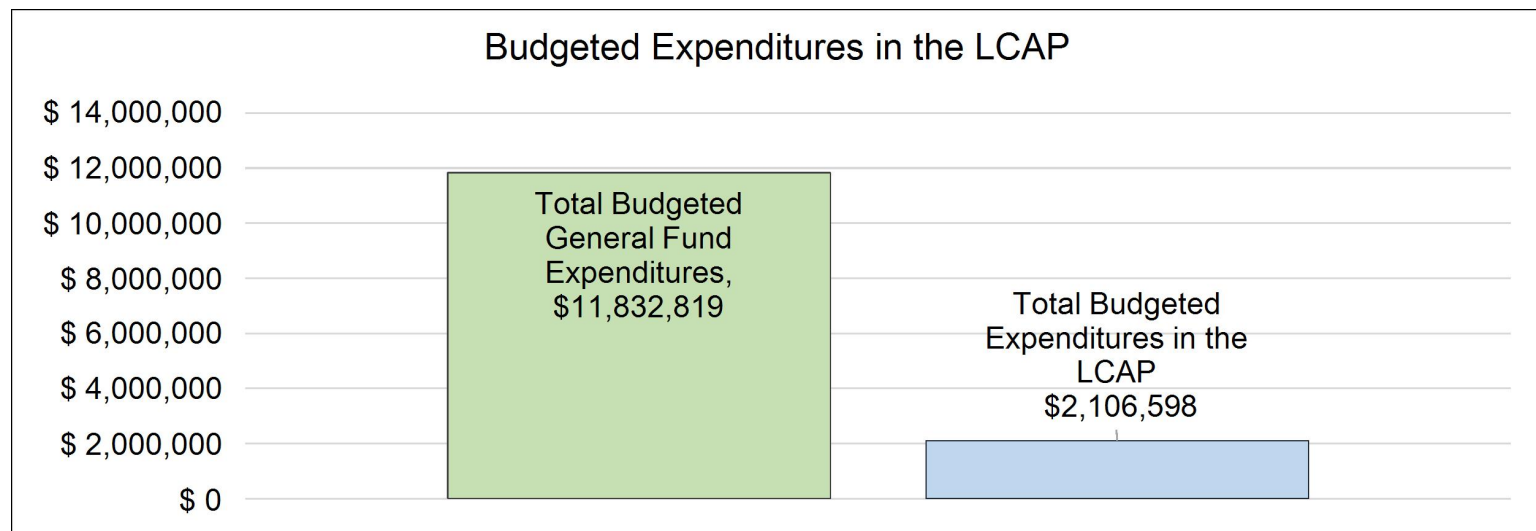


This chart shows the total general purpose revenue Higher Learning Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Higher Learning Academy is \$10,152,436, of which \$7,056,885 is Local Control Funding Formula (LCFF), \$1,952,933 is other state funds, \$839,837 is local funds, and \$302,781 is federal funds. Of the \$7,056,885 in LCFF Funds, \$1,781,875 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 Higher Learning Academy plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Higher Learning Academy plans to spend \$11,832,819 for the 2026-27 school year. Of that amount, \$2,106,598 is tied to actions/services in the LCAP and \$9,726,221 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

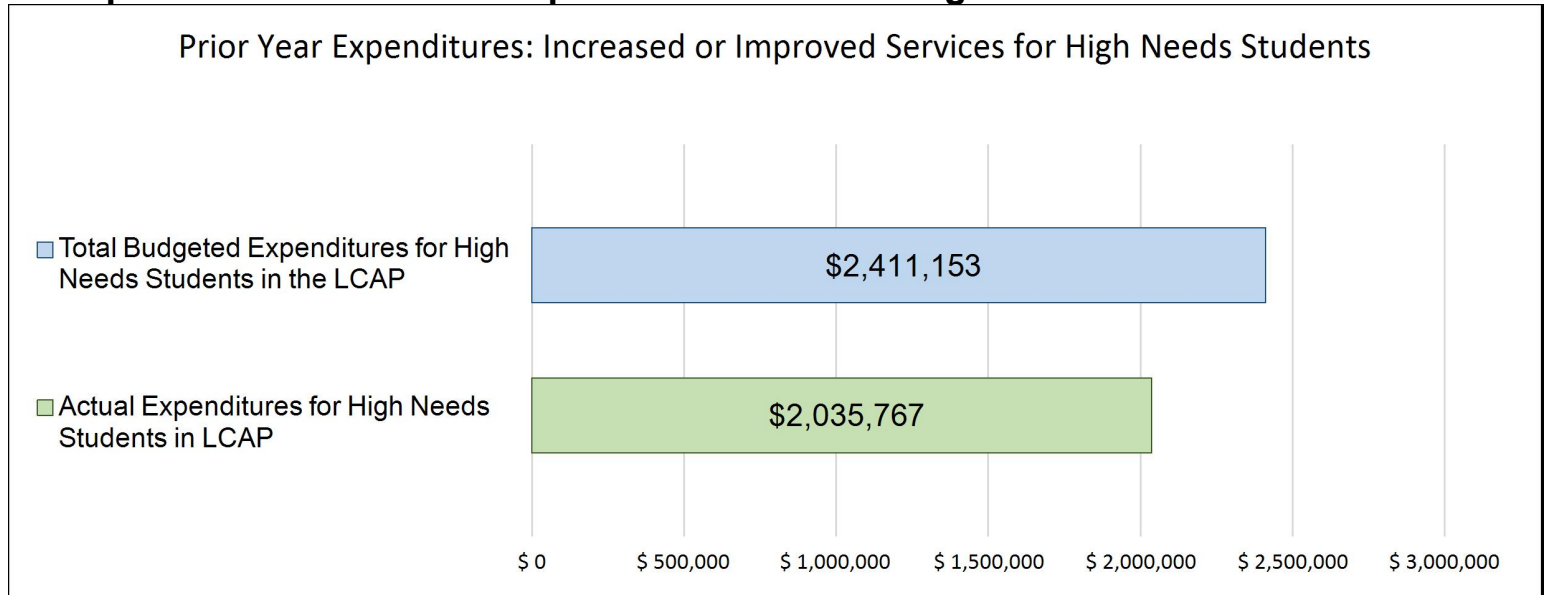
Funds to support regular school activities such as administrative salaries, Special Education, building rents/leases, building maintenance expenses and administrative salaries as well as other general fund expenses that are not specific to LCAP goals.

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

In 2026-27, Higher Learning Academy is projecting it will receive \$1,781,875 based on the enrollment of Foster Youth, English learner, and low-income students. Higher Learning Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Higher Learning Academy plans to spend \$1,781,875 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 Higher Learning Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Higher Learning Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Higher Learning Academy's LCAP budgeted \$2,411,153 for planned actions to increase or improve services for high needs students. Higher Learning Academy actually spent \$2,035,767 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$375,386 had the following impact on Higher Learning Academy's ability to increase or improve services for high needs students:

Actual expenditures for 2025–26 were lower than budgeted because the LCFF funding available to support LCAP actions and services was reduced due to lower-than-projected Average Daily Attendance (ADA). As a result, expenditures were adjusted to align with available funding while maintaining the LEA's commitment to providing services and supports for high-needs students and implementing the goals and actions outlined in the LCAP.



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
Higher Learning Academy	Dr. Carla Galbraith Principal	carla.galbraith@GCCCharters.org 916-286-5183

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.

Higher Learning Academy serves a diverse student population in grades Transitional Kindergarten (TK) through 8 and is committed to providing a rigorous, student-centered educational experience that prepares all learners for success in college, career, and life. The school fosters a safe, inclusive, and supportive learning environment where students are encouraged to develop academically, socially, emotionally, and culturally.

As an International Baccalaureate (IB) World School offering the Primary Years Programme (PYP) and an International Baccalaureate Middle Years Programme (MYP) Candidate School, Higher Learning Academy emphasizes inquiry-based learning, critical thinking, intercultural understanding, and global citizenship. Through the IB framework, students engage in meaningful, real-world learning experiences that promote curiosity, agency, and lifelong learning.

To support students' social-emotional development and cultivate positive school culture, Higher Learning Academy implements the Capturing Kids' Hearts (CKH) program schoolwide. CKH provides relationship-centered strategies that strengthen connections among students, staff, and families while promoting social-emotional competencies, student engagement, character development, and a sense of belonging.

Higher Learning Academy's strategic vision is to empower every student to reach their full potential through high-quality instruction, equitable opportunities, and strong partnerships with families and the community. By integrating academic excellence with social-emotional learning and internationally recognized educational programs, Higher Learning Academy prepares students to become compassionate, knowledgeable, and responsible contributors to an ever-changing world.

Reflections: Annual Performance

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

According to the DataQuest profile from the California Department of Education, HLA serves a student population of 501, with 32.3% classified as English Language Learners. The demographics are Hispanic or Latino 40.5 %, Asian 21%, African American 14.2%, White 12.2%, Pacific Islander 4.4%, Filipino .6%, American Indian or Alaska Native .4%, Two or More Races 6.2%, Not Reported .6%. These demographics reflect a diverse community.

Based on the 2025 California Dashboard and CAASPP results, HLA demonstrates average performance in English Language Arts (ELA), moderate performance in Mathematics, and low performance in Science. While we recognize the challenges reflected in our current performance levels, we remain committed to continuous improvement and student success.

According to the California Dashboard:

- English Language Arts (ELA): 75.3% of students improved their scores from the previous year. Overall performance remains 83.2 points below standard, resulting in a Red performance level.
- Mathematics: 66.2% of students improved their scores from the previous year. Overall performance remains 119.1 points below standard, resulting in a Red performance level.
- English Learner Progress Indicator (ELPI): 37.1% of English Learners are making progress toward English language proficiency, resulting in an Orange performance level.
- Science: Students achieved an average score of 39 points compared to the state average of 52.6 points. Performance declined by 2.1 points from the previous year, resulting in an Orange performance level.

Analysis of student achievement data indicates that our lowest-performing student groups include African American students, Hispanic students, English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities. Closing achievement gaps for these groups remains a primary focus of our improvement efforts.

To address these needs, HLA continues to prioritize comprehensive support systems that promote student engagement, attendance, well-being, and academic growth. Our approach includes a strong emphasis on positive school culture through the implementation of Positive Behavioral Interventions and Supports (PBIS) and a Multi-Tiered System of Supports (MTSS) framework. These systems provide targeted academic, behavioral, and social-emotional interventions to ensure students receive the support they need to succeed.

Our guiding belief is that improvements in attendance, student morale, engagement, and overall support systems will create the conditions necessary for increased academic achievement.

LREBG funds are being expended in Goal 2, Action 2.4. To support the allowable expense to provide accelerated progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports. The needs assessment conducted was completed using the metrics and outcomes from the 2026 CA Dashboard to develop the problem of practice regarding student academic outcomes. The outcomes will be measured using the metrics indicated in Goal 2.

Reflections: Technical Assistance

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

HLA is currently being supported within the differentiated assistance cohort offered through the Sacramento County Office of Education (SCOE). This work is focused on increasing student engagement through attendance and improving educational outcomes in literacy and math skills.

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
School staff including teachers, principals, administrators and other school personnel.	HLA engaged school staff throughout the development of the 2025–26 Local Control and Accountability Plan (LCAP) through multiple opportunities for input, feedback, and collaboration. Staff participation was essential in identifying priorities, evaluating current programs, and determining areas for continuous improvement. The School Site Council (SSC) and the District English Learner Advisory Committee (DELAC) served as an ongoing forum for stakeholder engagement. Between October and February, SSC members reviewed and discussed each LCAP goal during three consecutive meetings. These discussions provided opportunities for staff representatives to analyze student data, review progress toward existing goals, and offer recommendations for future priorities and resource allocation. In March, HLA conducted an all-staff listening session to gather additional perspectives on the school's direction and the development of the LCAP. Staff members shared feedback regarding academic programs, student support systems, school culture, attendance, behavior interventions, and professional development needs. Input collected during this session helped refine the LCAP and ensure that the plan reflects the experiences and priorities of those who work directly with students.

Educational Partner(s)	Process for Engagement
	Once per year, anonymous staff surveys were administered through the Capturing Kids' Hearts (CKH) process to gather feedback from teachers, administrators, and other school personnel regarding school climate, student engagement, academic priorities, challenges, and areas for growth. Survey results were reviewed and used to inform LCAP goals, actions, and services. Through surveys, School Site Council and DELAC meetings, and staff listening sessions, HLA actively engaged teachers, principals, administrators, and other school personnel in the development of the LCAP, ensuring that the plan is responsive to identified needs and aligned with the school's vision for student success.
Parents	HLA actively engaged parents and families throughout the development of the 2025–26 Local Control and Accountability Plan (LCAP) through surveys, School Site Council meetings, and family listening sessions. These engagement opportunities provided parents with meaningful avenues to share their perspectives on school priorities, student needs, and areas for improvement. In February, HLA administered parent surveys to gather feedback regarding educational priorities, school climate, student support services, communication, and areas of concern. Parents were encouraged to provide suggestions for improving academic programs, social-emotional supports, family engagement, and overall student success. Survey results were reviewed and incorporated into the LCAP development process. The School Site Council (SSC) and the District English Learner Advisory Committee (DELAC) played an important role in reviewing school-level needs assessment data, including California Assessment of Student Performance and Progress (CAASPP) results and local diagnostic data. During dedicated SSC meetings, parent representatives collaborated with staff to analyze student achievement trends and identify priorities for improvement. SSC members provided input on the development of the LCAP and School Plan for Student Achievement (SPSA), helping to identify academic

Educational Partner(s)	Process for Engagement
	and social-emotional needs for low-income students, English Learners, foster youth, and other student groups. Their recommendations directly influenced the refinement of actions and services within Goals 2 and 3, including expanded academic intervention opportunities and additional social-emotional supports. In April, HLA hosted a family and community listening session to gather further input regarding the LCAP and the overall direction of the school. Parents and community members shared their perspectives on student achievement, school culture, communication, safety, attendance, and student support programs. Feedback from this session helped ensure that the LCAP reflects the priorities and needs of families and the broader school community. Through parent surveys, School Site Council and DELAC participation, and family listening sessions, HLA sought meaningful input from parents and incorporated their feedback into the development and refinement of the LCAP to better support student achievement and well-being.
Students	HLA actively engaged students in the development of the 2025–26 Local Control and Accountability Plan (LCAP) by providing multiple opportunities for them to share their experiences, perspectives, and recommendations regarding their education and school environment. In February, HLA administered student surveys to gather feedback on various aspects of the educational program, including academic experiences, school climate, student engagement, social-emotional well-being, and the effectiveness of support services. Students were also invited to identify areas for improvement and provide suggestions for enhancing programs, resources, and opportunities available to them. In April, HLA conducted a student listening session to gain additional insight into students' experiences and perspectives on the school's direction and LCAP priorities. During this session, students discussed topics such as academic support, school culture, attendance, safety, extracurricular opportunities, and social-emotional learning. Students

Educational Partner(s)	Process for Engagement
	also shared recommendations for improving their overall educational experience and increasing engagement. Once per year, anonymous student surveys were administered through the Capturing Kids' Hearts (CKH) process to gather feedback regarding school climate, student engagement, academic priorities, challenges, and areas for growth. Survey results were reviewed and used to inform LCAP goals, actions, and services. Feedback collected through student surveys and the listening session was reviewed by school leadership and considered during the development of LCAP goals, actions, and services. Student input helped inform decisions related to academic interventions, social-emotional supports, school climate initiatives, and student engagement strategies, ensuring that the LCAP reflects the needs and priorities of the students it serves.

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

In shaping our LCAP, we actively sought input from our educational partners, recognizing the value of their perspectives. Their feedback informed our goals in several key areas. For example, partners emphasized the importance of preparing students for college and careers, prompting us to enhance career exploration programs (actions 1.1-1.6) and academic counseling services (actions 3.1, 3.4 and 3.5) . We also considered their insights on addressing academic achievement gaps, leading us to develop targeted interventions and allocate resources more effectively (actions 2.1-2.5). Additionally, partners highlighted the significance of supporting students' social-emotional well-being, guiding us to implement practices aimed at creating a nurturing school environment (actions 3.2, 3.3). By incorporating partner feedback into our LCAP, we ensure that our goals align closely with the needs of our educational community, fostering a supportive and inclusive environment for student success.

Input from the School Site Council and DELAC played a particularly important role in identifying resource gaps in academic and wellness supports. Their review of disaggregated student performance data led to the inclusion of Title I-funded actions focused on early identification of struggling students and the provision of targeted, evidence-based interventions under Goal 2. The SSC also advocated for consistent access to social-emotional supports, reinforcing the design of Actions 3.3–3.5 under Goal 3.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Develop college and career ready students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (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.

LEA wide, literacy and math skills are below proficient for large numbers of students. Multiple supports are needed to guide student success including offering a wide range of instructional programming to close achievement gaps. The LEA will ensure that all students are provided learning opportunities that will foster college and career ready young adults.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Appropriately Credentialed Teachers (misassignments)	2023-2024: 6 misassignments	2024-25: Based on CALSAAS Summary of findings - 9 misassignments and 4 vacancies.	2025-2026: Based on CALSAAS Summary of findings - 0 misassignments and 8 vacancies	0 misassignments	Decrease of 6
1.2	Facilities in Good Repair (FIT Tool)	Monthly safety checklist with 0 identified issues	Monthly safety checklist with 0 identified issues - May 2024	0 identified issues	0 identified safety issues on monthly safety checklists.	0
1.3	Attendance Percentage	2023-2024: 92.33%	2024-25: 91.85%	91.80%	95%	decrease of .53%
1.4	Chronic Absenteeism Rate	2023-2024: 32.30%	2024-25: 31.4%	25.70%	Decrease 4% annually	Decrease of 6.6

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.

We pursued these targeted actions to advance college and career readiness for all students. Most planned actions were implemented as intended, although some adjustments were necessary due to staffing shortages. Recruiting and retaining certificated staff has been particularly challenging, and we have relied on several long-term substitute teachers to fill vacancies.

We maintained a full-time counselor who supported students' social-emotional learning and overall growth. Classified staff played a critical role in maintaining clean, safe facilities and supporting instructional activities. Notably, our custodial team has remained fully staffed for several years.

We also continued to fund professional development opportunities, including trainings related to IB, PBIS, and MTSS. Teacher feedback indicates strong staff engagement and suggests that these efforts have contributed to increased student engagement and achievement.

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

Action 1.1 – Certificated Staff

Actual: \$558,002 | Planned: \$667,999

Variance: \$(109,997)

1.1 Certificated Staff: Actuals were approximately \$109,997 lower than planned due to vacancies.

Action 1.2 – Classified Staff

Actual: \$56,450 | Planned: \$5,274

Variance: \$51,176

1.2 Classified Staff: Overspent by around \$51,176 due to the increase in staff for our After School Program.

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Action 1.3 – Professional Development

Actual: \$9,489 | Planned: \$35,489

Variance: \$(26,000)

1.3 Staff professional Development Underspent by \$26,000. We leveraged our federal funds in lieu of LCAP funds.

Action 1.4 – Supplemental Instructional Programs, Resources, and Supplies

Actual: \$33,809 | Planned: \$423,490

Variance: \$(389,681)

1.4 Supplemental Instructional Programs: Underspent by nearly \$389,681, reflecting the use of one-time student support professional block grant funds

Action 1.5 – Events and Activities
Actual: \$25 | Planned: \$0
Variance: \$25
1.5 Events & Activities: Budgeted at \$0, and not spent from LCFF—funded by other resources.

Action 1.6 – Clean and Safe Facilities
Actual: \$149,657 | Planned: \$27,138
Variance: \$122,519
1.6 Clean and Safe Facilities: Actuals were over three times higher than budgeted, reflecting the need for additional facility improvements.

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

While there were some discrepancies between the planned and actual implementation, we believe these actions have been effective in advancing progress toward the goal. Although staffing limitations continue to present challenges, we are seeing positive improvements in key metrics, including attendance rates and reductions in chronic absenteeism.

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.

Reflecting on our past practices and results is a regular and important exercise for Higher Learning Academy and is also a necessary component of this plan. Based on our reflections on prior practices, we are partnering with outside agencies to create a consistent pipeline of both certificated and classified staff. We have seen success in the implementation of our supplemental programs, although increased fidelity is still needed. We will address this through continued professional development. Metrics (baseline and outcomes) were updated to reflect the correct calendar years.

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	Certificated Staff	Fund certificated staff to provide broad access to courses promoting college and career readiness. (electives, world languages, etc.)	\$349,892.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Classified Staff	Fund classified staff to support safe, clean instructional facilities and a broad range of instructional programs to prepare students for college and career	\$113,947.00	Yes
1.3	Professional Development	Fund professional development for school staff focused on college and career ready outcomes for students.	\$64,584.00	Yes
1.4	Supplemental Instructional Programs, Resources and Supplies	Fund supplemental programs and provide instructional resources accessible to all students including low income, English Learners, foster youth and SPED, to support college and career readiness.	\$80,403.00	Yes
1.5	Events and Activities	Fund activities and events focused on college and career readiness.	\$25.00	Yes
1.6	Clean and Safe Facilities	Ensure school campus has resources and supplies need to provide a safe, clean and effective learning environment for students.	\$255,383.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase academic growth, achievement and enrichment opportunities for all students, as well as close gaps with underperforming student groups including foster, low SES, EL's, LTEL's and SWD's.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Standardized test results in both ELA and math show significant room for improvement and there are disparities amongst student subgroup scores. A focus on academic achievement with specific academic supports and enrichment opportunities for all students will help raise student proficiency scores and close achievement gaps.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP Math (Schoolwide)	2023 - 2024: 6.89% of students meeting or exceeding standard; 112.4 pts below standard	2024- 2025 8.90% of students meeting or exceeding standard; 119.50 pts below standard	2025-26 7.79% Met/Exceeded	Increase 5 points towards standard annually	+.9%
2.2	CAASPP ELA (Schoolwide)	2023 - 2024: 18.24% of students meeting or exceeding standard; 75.2 pts below standard	2024- 2025 20.86% of students meeting or exceeding standard; 81.2 pts below standard	2025-26 20.36% Met/Exceeded	Increase 5 points towards standard annually	+2.12%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	CAASPP Math (Significant Subgroups)	2023 - 2024 EL 2.97% 103.9 pts below standard SED 5.60% 119 pts below standard HI 4.55% 120.8 pts below standard WH 9.76% 86.2 pts below standard AA 6.06% 124.5 pts below standard Asian 10.64% 93.2 pts below standard SWD - 166 DFS	2024- 2025 EL 5.56% 119.9 pts below standard SED 8.19% 125.1 pts below standard HI 9.77% 129.6 pts below standard WH 11.63% 105.8 pts below standard AA 7.94% 128.8 pts below standard Asian 9.09% 93.7 pts below standard SWD - 0% 188.1 pts below standard	2025-26 EL 4.55% meeting, 116.1 pts below standard SED 6.69% meeting, 122.5 pts below standard HI 7.52% meeting, 128 pts below standard WH 10.20% meeting, 93.6 pts below standard AA 5.26% meeting, 159.8 pts below standard Asian 9.10% meeting, 60 pts below standard SWD 4.88 meeting, 167.4 pts below standard	Increase 5 points towards standard annually	EL: +1.58%, -12.2 DFS SED: +1.09%, -3.5 DFS HI: +2.97%, -7.2 DFS WI: +.44, +7.4 DFS AA: -.8%, -35.3 DFS Asian: -1.54%, +33.2 DFS SWD: +1.4 DFS
2.4	CAASPP ELA (Significant Subgroups)	2023 - 2024 EL 6.00% 83.2 pts below standard SED 14.39% 81.8 pts below standard "HI 18.32% 82.3 pts below standard WH 17.08% 66.7 pts below standard	2024- 2025 EL 7.41% 93 pts below standard SED 18.43% 86.7 pts below standard HI 19.55%	2025-26 EL 7.27% meeting, 88.5 pts below standard SED 19.06% meeting, 89 pts below standard	Increase 5 points towards standard annually	EL: +1.27%, +5.3 DFS SED: +4.67%, +7.2 DFS HI: -1.77%, +13.5 DFS WH: +11.49%, +12.9 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		"AA 19.70% 76.1 pts below standard "Asian 17.02% 62.1 pts below standard SWD - 150 DFS	83.3 pts below standard WH 18.61% 90.6 pts below standard AA 17.46% 97.9 pts below standard Asian 21.82% 68 pts below standard SWD - 2.86% 153.3 pts below standard	HI 16.55% meeting, 95.8 pts below standard WH 28.57% meeting, 79.6 pts below standard AA 14.03% meeting, 98.5 pts below standard Asian 25.76% meeting, 92 pts below standard SWD 7.32% meeting, 158.7 pts below standard		AA: -5.67%, -22.4 DFS Asian: 8.74%, +29.9 DFS SWD: +8.7 DFS
2.5	English Learner Progress Indicator	42.10%	43.4%	37.1%	45%	Decrease of 5%
2.6	English Learner Reclassification Rate	8.36%	4.35%	10.15%	Increase 2% Annually	Increase of 1.79

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.

Over the past year, HLA has pursued initiatives designed to accelerate academic growth for students while narrowing achievement gaps for underperforming groups, including foster youth, socioeconomically disadvantaged students, English Learners, Long-Term English Learners, and students with disabilities. However, maintaining fidelity of implementation has at times been challenging.

Certificated staffing has been difficult, and we have operated with several long-term substitutes in key positions. Classified staffing has been more stable, but turnover remains a challenge. We have several paraeducators who push into classrooms to provide intervention support and assist students in meeting their academic goals.

We continue to invest in our staff through ongoing professional development. There are five professional development days built into our calendar, including an organization-wide convention where staff members lead sessions on a wide variety of topics.

We also continue to provide programs and resources that support academic achievement. We are implementing the Sonday System curriculum and SWUN Math curriculum, while using i-Ready Standards Mastery assessments to monitor student understanding and progress. These programs and resources are helping to improve literacy across all grade levels.

In terms of enrichment activities and events, our student council continues to be a positive force on campus. Student leaders plan assemblies and other events that celebrate student growth, achievement, and school spirit.

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 2.1 – Certificated Staff

Actual: \$235,074 | Planned: \$212,958

Variance: \$22,116

The increase reflects unexpected variance in the cost of certificated staff. In some cases, we are paying a premium to sub agencies for long-term substitutes in hard-to-fill positions.

Action 2.2 – Classified Staff

Actual: \$436,655 | Planned: \$535,381

Variance: \$(98,727)

A large portion of classified staff costs were covered through other funding sources, such as federal funds or other restricted funds. LCFF expenditures were significantly lower, though staffing levels remained stable and services were not impacted. Expenses also were lower than budgeted due to multiple unfilled staffing positions throughout the year. Although planned expenditures were not spent, the services themselves were still delivered by reallocating responsibilities to existing staff and leveraging available personnel across school sites.

Action 2.3 – Staff Professional Development

Actual: \$122,463 | Planned: \$91,091

Variance: \$31,372

Professional development was expanded mid-year to address evolving instructional needs with new programs.

Action 2.4 – Instructional Programs, Resources, and Supplies

Actual: \$157,985 | Planned: \$215,797

Variance: \$(57,813)

Some of the investments that were made in instructional materials, technology, and intervention resources were paid for with state funding in lieu of LCAP funds.

Action 2.5 – Activities and Events

Actual: \$1,890 | Planned: \$1,296
Variance: \$594
LCAP funds that were used for events closely aligns to budget with a small variance.

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

Though we've seen positive growth overall based on these actions, we have not seen the growth in our subgroups that we need. We plan to create more time for teachers in their PLCs to ensure that they can have robust conversations around their data including subgroup achievement. This time and reflection, paired with our academic programs and resources, should yield better results. In addition, we will continue professional development around these programs to ensure fidelity in implementation.

Title 1, Part A funds were used to hire certificated and classified staff were hired to provide Tier I and Tier II support to students struggling in core academic areas. Daily intervention blocks were maintained, and targeted supports for English Learners were offered via small-group and push-in services. Professional development included RTI and data-driven instructional practices.

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.

We have not yet seen the level of growth needed among our student subgroups. To address this, we plan to provide teachers with additional time during Professional Learning Community (PLC) meetings to engage in robust discussions about student data, including subgroup performance and achievement trends. This dedicated time for collaboration and reflection, paired with our academic programs and resources, is expected to yield improved outcomes. In addition, we will continue to provide professional development focused on these programs to ensure fidelity of implementation and maximize their effectiveness.

Title I, Part A funds were used to hire certificated and classified staff to provide Tier I and Tier II support for students struggling in core academic areas. Daily intervention blocks were maintained, and targeted support for English Learners was provided through small-group instruction and push-in services. Professional development focused on the International Baccalaureate (IB) pillars and data-driven instructional practices has supported teachers in strengthening instruction and improving student outcomes.

Metrics (baseline and outcomes) were updated to reflect the correct calendar years.

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	Certificated Staff	Fund certificated staff to support reduced classroom teacher/students ratios and to provide increased academic support services	\$126,416.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Classified Staff	Fund classified support staff to support academic intervention programs for EL, homeless, foster, SPED and low-income students.	\$416,671.00	Yes
2.3	Staff Professional Development	Fund professional development for school staff focused on academic achievement and intervention support.	\$99,626.00	Yes
2.4	Instructional Programs, Resources and Supplies	Provide programs and resources to support academic achievement and supplemental support/intervention classes.	\$276,394.00	Yes
2.5	Activities and Events	Fund school enrichment activities and events focused on academic achievement.	\$2,079.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Foster a positive culture and climate through providing a safe, healthy and engaging learning environment.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The LEA serves a high percentage of unduplicated (low-income, foster, English learner) students. Data has shown that these students have a higher probability of dropping out of school. This goal will contribute to increasing student attendance, engagement and retention through providing a wide variety of learning supports and enrichment opportunities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Student Suspension Rate	2023: 3.1%	2024: 3.8%	2025: 9.40%	Less than 3%	+6.3%
3.2	Student Expulsion Rate	2023: 0%	2024: 0%	2025: 0	0%	0
3.3	Student/Family Surveys	2024: 71% report their teachers help the child when they don't understand something 64% report that HLA has highly involved parents 73% report that HLA offers parents a say in	2024-2025: 83% report their teachers help the child when they don't understand something 69% report that HLA has highly involved parents 69% report that HLA offers parents a say in the	2025-2026: 83% report their teachers help the child when they don't understand something 63% report that HLA has highly involved parents	Increase by 3% annually or maintain at 80%	+12% -1% +6% +2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		the decision-making progress 84% report that HLA teachers keep them informed of their child's progress	decision-making progress 89% report that HLA teachers keep them informed of their child's progress	79% report that HLA offers parents a say in the decision-making progress 86% report that HLA teachers keep them informed of their child's progress		

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.

We have identified an increased need for positive school supports and parental participation. While each action contributed meaningfully to progress toward the goal, there were notable differences between planned and actual implementation, along with a combination of challenges and successes.

In terms of certificated staffing, we have maintained a full-time counselor who supports students' social-emotional learning (SEL) and academic growth. Among classified staff, our Student Support Advisor assists with student and family engagement, as well as retention. These have been major successes because we have been able to keep these key positions staffed.

One challenge has been that teachers do not yet feel they have the capacity to fully meet students' SEL needs. Additional training is needed to ensure that all staff are equipped to support student growth in this area. Part of this work will be addressed through Positive Behavioral Interventions and Supports (PBIS). We will implement systematic interventions for students who need additional support, such as Check-In/Check-Out.

Dedicated staff supported foster and homeless youth through direct services, coordination with community agencies, and the provision of essentials such as hygiene items, school supplies, and meal access. One challenge that arose in this area was accurately identifying our homeless population. We suspect we may be missing some families, as our percentage is lower than that of surrounding schools. Additional professional development is needed to strengthen identification and support practices in this area.

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

Action 3.1 – Certificated Staff

Actual: \$27,943 | Planned: \$19,662

Variance: \$8,281

Slight variance and increase due to health & welfare premium increases.

Action 3.2 – Classified Staff

Actual: \$133,137 | Planned: \$30,545

Variance: \$102,592

Increase in spending due to an increase in a custodial position.

Action 3.3 – Staff Professional Development

Actual: \$10,537 | Planned: \$6,123

Variance: \$4,414

Overspending occurred due to more staff participating in training surrounding school culture and climate.

Action 3.4 – Instructional Programs, Resources, and Supplies

Actual: \$67,200 | Planned: \$104,622

Variance: \$(37,422)

Decreased spending occurred due to the use of ELOP funds.

Action 3.5 – Activities and Events

Actual: \$25,272 | Planned: \$35,387

Variance: (\$10,115)

Event participation and family engagement efforts were expanded during the year, including field trips, assemblies, and parent nights using LCAP funds in addition to other funding resource.

Action 3.6 – Supports for Homeless and Foster Students

Actual: \$500 | Planned: \$0

Variance: \$500

While LCFF funds were not used, student needs were still met through other supports and services funded by Title I and McKinney-Vento resources.

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

The actions taken under Goal 3 were highly effective in promoting student engagement, improving school climate, and supporting the social-emotional well-being of students. Increased investments in enrichment programs and events fostered a greater sense of school

connectedness. Staff training and access to SEL-focused resources improved the school's capacity to meet students' holistic needs. Though some actions were supported through alternative funds, all planned services were delivered, and student participation was strong.

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

No changes made.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Certificated Staff	Fund certificated staff to support student health, student/family engagement and retention.	\$26,804.00	Yes
3.2	Classified Staff	Fund classified staff to support student health & safety, student/family engagement, and retention	\$214,006.00	Yes
3.3	Professional Development	Fund professional development opportunities that will develop staff capacity to serve low-income, EL and Foster/Homeless youth who have struggled to attend and engage in school. PD will focus on engagement and social-emotional well-being.	\$10,869.00	Yes
3.4	Instructional Programs, Resources and Supplies	Provide materials and resources to support student engagement, attendance and social emotional well being.	\$47,991.00	Yes
3.5	Activities and Events	Fund school activities and events focused on student engagement and social emotional well being.	\$21,008.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	Supports for Homeless and Foster Students	Fund support services to support academic growth, attendance, engagement and retention for foster and homeless students.	\$500.00	Yes

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
\$1,781,875	\$267,546

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
33.780%	0.000%	\$0.00	33.780%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	Action: Certificated Staff Need: Unduplicated pupils require consistent access to appropriately credentialed and fully assigned teachers to ensure equitable learning opportunities across a broad instructional program.	Providing all students—particularly unduplicated pupils—with access to a full range of courses taught by appropriately credentialed teachers supports equity in instructional quality and prepares students for college and career success. This action is implemented on a schoolwide and LEA-wide basis to ensure that staffing standards are met across all classrooms and that no group is disproportionately impacted by teacher misassignments.	Percentage of teachers appropriately assigned and fully credentialed, as measured by annual review of teacher misassignments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.2	Action: Classified Staff Need: Unduplicated pupils benefit from safe environments and individualized support to remain engaged and progress academically. Scope: LEA-wide	Classified staff contribute to safe learning environments and deliver small group and one-on-one support that enhances engagement and academic growth. LEA-wide implementation ensures equitable access to these supports for all students, particularly those with greater needs.	Attendance rate Chronic absenteeism rate
1.3	Action: Professional Development Need: Unduplicated pupils benefit from high-quality instruction and support services that are aligned to college and career readiness outcomes. Staff need ongoing professional development to build capacity in these areas. Scope: LEA-wide	Professional development focused on college and career readiness equips both certificated and classified staff with the tools to improve instructional practices, student engagement strategies, and support services. Offering this action LEA-wide and schoolwide ensures all staff can consistently implement practices that benefit all students, particularly those who are low-income, English Learners, or foster youth.	Attendance rate Chronic absenteeism rate
1.4	Action: Supplemental Instructional Programs, Resources and Supplies Need: Students performing below grade level, including many unduplicated pupils, need access to targeted intervention and a broad	Providing supplemental instructional programs, academic resources, and intervention supports increases student engagement and learning outcomes across subject areas. These programs help ensure that all students—especially unduplicated pupils—receive the differentiated instruction and enrichment necessary to become college and career ready. Implementing this LEA-	Attendance rate Chronic absenteeism rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	range of instructional supports to accelerate academic progress and close achievement gaps. Scope: LEA-wide	wide and schoolwide ensures equitable access regardless of site or student group.	
1.5	Action: Events and Activities Need: Unduplicated pupils benefit from increased engagement and exposure to college and career pathways. Encouraging consistent attendance and reducing chronic absenteeism are essential to improving academic outcomes. Scope: LEA-wide	Events and activities that promote college and career awareness—such as career fairs, college visits, and project-based learning showcases—help motivate students and strengthen school connectedness. These opportunities build relevance and foster aspirations, particularly for students who may lack access to such experiences outside of school. Implemented LEA-wide and schoolwide, these activities contribute to improved attendance and engagement for all students, with targeted benefits for unduplicated pupils.	Attendance rate Chronic absenteeism rate
1.6	Action: Clean and Safe Facilities Need: Unduplicated pupils—particularly those experiencing housing insecurity or other environmental stressors—require clean, safe, and well-maintained learning environments to fully engage and succeed academically. Scope: LEA-wide	Maintaining clean and safe school facilities supports physical and emotional well-being, improves focus, and contributes to a positive school climate—all of which are critical to student learning and achievement. Providing this action LEA-wide and schoolwide ensures that all students, including unduplicated pupils, have equitable access to safe, comfortable environments that promote readiness for learning and long-term academic success.	Annual FIT (Facility Inspection Tool) assessment results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.1	Action: Certificated Staff Need: Unduplicated pupils and other underperforming subgroups require additional instructional support to meet grade-level expectations in English Language Arts and mathematics. Scope: LEA-wide	Additional certificated staff will allow for smaller instructional groupings, targeted intervention, and more personalized support in core content areas. This action helps improve student performance and close achievement gaps by increasing instructional access for those most in need. Providing this support LEA-wide and schoolwide ensures equitable access to high-quality instruction and reinforces academic growth for all students, particularly those in underperforming subgroups.	CAASPP ELA scores CAASPP Math scores
2.2	Action: Classified Staff Need: Unduplicated student subgroups—including English Learners, foster youth, and socioeconomically disadvantaged students—require additional academic support to close persistent achievement gaps in core subject areas. Scope: LEA-wide	Classified staff support small group instruction, one-on-one interventions, and targeted academic support during and beyond the school day. These positions help ensure that struggling students receive timely, differentiated assistance. Offering this support schoolwide and LEA-wide promotes equitable access to intervention services for all students, especially those in underperforming subgroups.	CAASPP ELA scores CAASPP Math scores English Learner Progress Indicator (ELPI)
2.3	Action: Staff Professional Development Need: Unduplicated student subgroups require effective, research-based instructional and intervention strategies to accelerate learning and close achievement gaps.	Professional development equips staff with the tools to deliver high-impact instruction and targeted academic interventions. Training in strategies that support English Learners, foster youth, low-income students, and students with disabilities helps ensure all staff are prepared to meet the needs of underperforming subgroups. Providing this LEA-wide and schoolwide ensures	Subgroup performance on CAASPP ELA and Math English Learner reclassification rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	equitable implementation and systemwide improvement in instructional practices.	
2.4	Action: Instructional Programs, Resources and Supplies Need: Unduplicated student subgroups require access to high-quality instructional materials and intervention resources to improve academic achievement in core content areas. Scope: LEA-wide	Providing research-based instructional programs, intervention materials, and classroom supplies enables teachers and support staff to deliver effective, targeted instruction. These resources are critical for implementing successful intervention classes and support programs designed to address the needs of underperforming student groups. Making them available LEA-wide and schoolwide ensures equitable access and consistent instructional quality across all sites.	CAASPP ELA scores CAASPP Math scores
2.5	Action: Activities and Events Need: Unduplicated students and their families benefit from increased engagement opportunities that recognize and reinforce academic growth and success. Scope: LEA-wide	Celebrating student achievement through academic events, recognition assemblies, and family engagement activities increases student motivation and reinforces a culture of learning. These events foster school connectedness and highlight academic success, particularly for students who may not regularly be recognized. Implementing this action schoolwide and LEA-wide ensures that all students, including underperforming subgroups, are encouraged and supported in their academic efforts.	CAASPP ELA scores CAASPP Math scores
3.1	Action: Certificated Staff Need:	Counselors, nurses, and other certificated support staff provide essential services that help ensure students' physical, social-emotional, and mental health needs are met. This support creates a foundation for academic engagement and fosters	Suspension rate Expulsion rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Unduplicated students often face external barriers that impact engagement, attendance, and overall well-being. Supportive staff are needed to help address these challenges and promote connection to school. Scope: LEA-wide	a positive campus climate. Implementing this action LEA-wide and schoolwide ensures all students—especially those most vulnerable—have access to trusted adults and needed interventions that build connection and improve learning conditions.	Student and family survey results on school climate and connectedness
3.2	Action: Classified Staff Need: Unduplicated pupils often face challenges related to attendance, basic needs, and connection to school. Additional support is needed to remove barriers that impact consistent school participation and academic focus. Scope: LEA-wide	Classified staff play a critical role in supporting student engagement and well-being by helping ensure basic needs are met, providing supervision, and assisting with interventions that promote consistent attendance and a positive school climate. Implementing this action LEA-wide and schoolwide ensures equitable access to these supports for all students, particularly those at greater risk of disengagement.	Suspension rate Expulsion rate Student and family survey results on connectedness and support
3.3	Action: Professional Development Need: Unduplicated students are more likely to face trauma, stress, or unmet emotional needs, which can impact their ability to engage and succeed in school. Staff require training to effectively support students' social-emotional development.	Professional development focused on social-emotional learning (SEL), trauma-informed practices, and student mental health equips staff with strategies to build supportive relationships and respond effectively to student needs. Offering this training LEA-wide and schoolwide ensures all staff—regardless of role—are prepared to foster a safe, inclusive, and emotionally supportive learning environment for all students.	Suspension rate Expulsion rate Student and family survey data on school climate and emotional safety

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.4	Action: Instructional Programs, Resources and Supplies Need: Unduplicated students often face barriers to emotional well-being and self-regulation that affect engagement, behavior, and academic performance. Additional programs and resources are needed to promote mental health and social-emotional learning. Scope: LEA-wide	Providing instructional programs and materials that focus on social-emotional learning, self-confidence, and student well-being equips students with the skills needed to navigate challenges, build resilience, and engage positively with peers and staff. Offering these supports LEA-wide and schoolwide ensures that all students, especially those most in need, benefit from a structured, emotionally supportive learning environment.	Suspension rate Expulsion rate Student and family survey data on emotional safety and well-being
3.5	Action: Activities and Events Need: Unduplicated students often require increased opportunities for positive peer interaction, confidence-building, and emotional support to foster a sense of belonging and well-being at school. Scope: LEA-wide	School-based activities and events focused on social-emotional learning, wellness, and student recognition help build a positive school climate and strengthen relationships among students and staff. These experiences foster self-confidence, emotional regulation, and engagement, which are critical to the success of all students, particularly those in high-need subgroups. Implementing this action across all sites ensures equitable access to meaningful, community-building experiences.	Suspension rate Expulsion rate Student and family survey results on connectedness and emotional safety
3.6	Action: Supports for Homeless and Foster Students Need:	Providing targeted resources such as hygiene products, clothing, transportation assistance, and case management helps ensure that foster and homeless students can attend school regularly and	Suspension rate Expulsion rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Foster and homeless students face significant barriers to consistent school attendance, engagement, and academic success due to unmet basic needs and instability. Scope: LEA-wide	engage meaningfully in learning. These supports are essential to reducing barriers and promoting equity, and are provided LEA-wide to ensure all students in need are reached, regardless of school site.	Student and family survey data on support and connectedness

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
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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.

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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 concentration grant add-on funding will be used for staff such as an ELD and intervention paras (from action 2.2). All staff members will be trained in data analysis of subgroups and will be aware of our goals for achievement of those unduplicated populations. That way all staff are working in alignment towards the same goals in supporting these populations. Staff providing direct services to these students will be used to support the goal of getting our unduplicated students to perform at or above grade level.
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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	NA	16:1
Staff-to-student ratio of certificated staff providing direct services to students	NA	14:1

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	5,275,010	1,781,875	33.780%	0.000%	33.780%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,781,875.00	\$78,371.00	\$0.00	\$246,352.00	\$2,106,598.00	\$1,280,942.00	\$825,656.00

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	Certificated Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		26-27 School Year	\$349,892.00	\$0.00	\$349,892.00				\$349,892.00	
1	1.2	Classified Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		26-27 School Year	\$113,947.00	\$0.00	\$113,947.00				\$113,947.00	
1	1.3	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		26-27 School Year	\$2,582.00	\$62,002.00	\$58,815.00			\$5,769.00	\$64,584.00	
1	1.4	Supplemental Instructional Programs, Resources and Supplies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		26-27 School Year	\$0.00	\$80,403.00	\$80,403.00				\$80,403.00	
1	1.5	Events and Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		26-27 School Year	\$0.00	\$25.00	\$25.00				\$25.00	
1	1.6	Clean and Safe Facilities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		26-27 School Year	\$0.00	\$255,383.00	\$255,383.00				\$255,383.00	
2	2.1	Certificated Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		26-27 School Year	\$126,416.00	\$0.00	\$6,989.00			\$119,427.00	\$126,416.00	
2	2.2	Classified Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		26-27 School Year	\$416,671.00	\$0.00	\$340,815.00			\$75,856.00	\$416,671.00	
2	2.3	Staff Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		26-27 School Year	\$1,710.00	\$97,916.00	\$99,626.00				\$99,626.00	

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	2.4	Instructional Programs, Resources and Supplies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		26-27 School Year	\$28,992.00	\$247,402.00	\$153,983.00	\$78,371.00		\$44,040.00	\$276,394.00	
2	2.5	Activities and Events	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		26-27 School Year	\$0.00	\$2,079.00	\$2,079.00				\$2,079.00	
3	3.1	Certificated Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		26-27 School Year	\$26,742.00	\$62.00	\$26,804.00				\$26,804.00	
3	3.2	Classified Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		26-27 School Year	\$213,990.00	\$16.00	\$214,006.00				\$214,006.00	
3	3.3	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		26-27 School Year	\$0.00	\$10,869.00	\$10,861.00			\$8.00	\$10,869.00	
3	3.4	Instructional Programs, Resources and Supplies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		26-27 School Year	\$0.00	\$47,991.00	\$47,239.00			\$752.00	\$47,991.00	
3	3.5	Activities and Events	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		26-27 School Year	\$0.00	\$21,008.00	\$21,008.00				\$21,008.00	
3	3.6	Supports for Homeless and Foster Students	Foster Youth	Yes	LEA-wide	Foster Youth		26-27 School Year	\$0.00	\$500.00				\$500.00	\$500.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
5,275,010	1,781,875	33.780%	0.000%	33.780%	\$1,781,875.00	0.000%	33.780 %	Total:	\$1,781,875.00
								LEA-wide Total:	\$1,781,875.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Certificated Staff	Yes	LEA-wide	English Learners Foster Youth Low Income		\$349,892.00	
1	1.2	Classified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income		\$113,947.00	
1	1.3	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income		\$58,815.00	
1	1.4	Supplemental Instructional Programs, Resources and Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income		\$80,403.00	
1	1.5	Events and Activities	Yes	LEA-wide	English Learners Foster Youth Low Income		\$25.00	
1	1.6	Clean and Safe Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income		\$255,383.00	
2	2.1	Certificated Staff	Yes	LEA-wide	English Learners Foster Youth		\$6,989.00	

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	2.2	Classified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income		\$340,815.00	
2	2.3	Staff Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income		\$99,626.00	
2	2.4	Instructional Programs, Resources and Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income		\$153,983.00	
2	2.5	Activities and Events	Yes	LEA-wide	English Learners Foster Youth Low Income		\$2,079.00	
3	3.1	Certificated Staff	Yes	LEA-wide	English Learners Foster Youth Low Income		\$26,804.00	
3	3.2	Classified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income		\$214,006.00	
3	3.3	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income		\$10,861.00	
3	3.4	Instructional Programs, Resources and Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income		\$47,239.00	
3	3.5	Activities and Events	Yes	LEA-wide	English Learners Foster Youth Low Income		\$21,008.00	
3	3.6	Supports for Homeless and Foster Students	Yes	LEA-wide	Foster Youth			

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,750,824.00	\$2,354,066.00

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	Certificated Staff	Yes	676,961	558,002
1	1.2	Classified Staff	Yes	55,865	56,450
1	1.3	Professional Development	Yes	39,817	11,054
1	1.4	Supplemental Instructional Programs, Resources and Supplies	Yes	446,331	158,675
1	1.5	Events and Activities	Yes	0	0
1	1.6	Clean and Safe Facilities	Yes	17,477	129,861
2	2.1	Certificated Staff	Yes	377,901	372,271
2	2.2	Classified Staff	Yes	510,806	474,474
2	2.3	Staff Professional Development	Yes	95,001	24,699
2	2.4	Instructional Programs, Resources and Supplies	Yes	325,792	292,293
2	2.5	Activities and Events	Yes	1,296	2,016

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Certificated Staff	Yes	19,662	27,943,
3	3.2	Classified Staff	Yes	30,545	133,137
3	3.3	Professional Development	Yes	6,123	10,537
3	3.4	Instructional Programs, Resources and Supplies	Yes	112,959	67,200
3	3.5	Activities and Events	Yes	34,288	35,387
3	3.6	Supports for Homeless and Foster Students	Yes	0	67

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)
1,942,833	\$2,411,153.00	\$2,035,767.00	\$375,386.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Certificated Staff	Yes	667,999	558,002		
1	1.2	Classified Staff	Yes	5,274	56,450		
1	1.3	Professional Development	Yes	35,489	9,489		
1	1.4	Supplemental Instructional Programs, Resources and Supplies	Yes	423,490	43,887		
1	1.5	Events and Activities	Yes	0	0		
1	1.6	Clean and Safe Facilities	Yes	27,138	149,657		
2	2.1	Certificated Staff	Yes	212,958	235,074		
2	2.2	Classified Staff	Yes	535,381	436,655		
2	2.3	Staff Professional Development	Yes	91,091	122,463		
2	2.4	Instructional Programs, Resources and Supplies	Yes	215,797	157,985		
2	2.5	Activities and Events	Yes	1,296	2,016		
3	3.1	Certificated Staff	Yes	19,662	27,943		
3	3.2	Classified Staff	Yes	30,545	133,137		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.3	Professional Development	Yes	6,123	10,537		
3	3.4	Instructional Programs, Resources and Supplies	Yes	104,622	67,200		
3	3.5	Activities and Events	Yes	34,288	25,272		
3	3.6	Supports for Homeless and Foster Students	Yes	0	0		

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)
5,225,750	1,942,833	0	37.178%	\$2,035,767.00	0.000%	38.956%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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

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