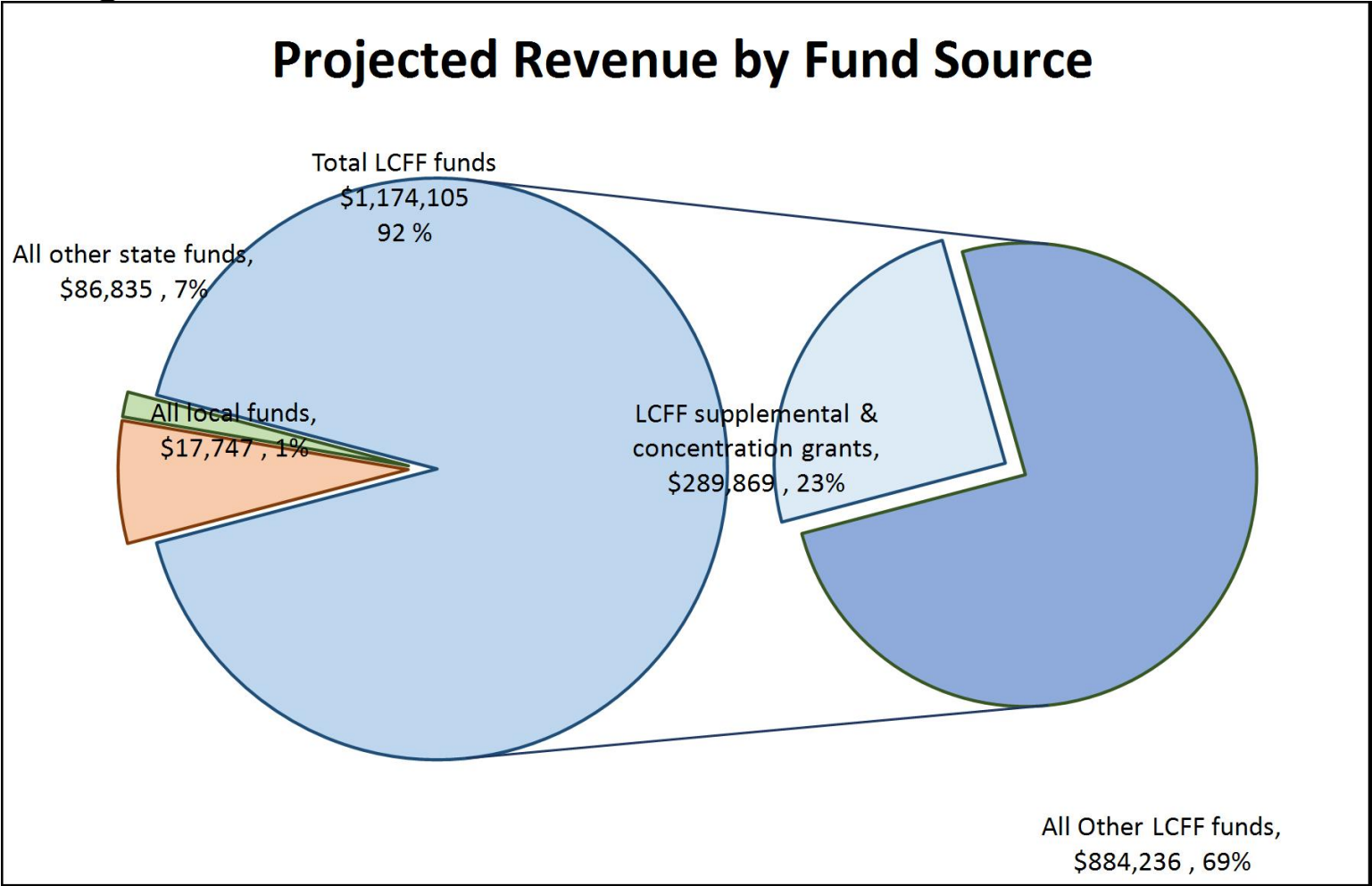# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lincoln Street School
CDS Code: 52-10520-6119606
School Year: 2025-26
LEA contact information:
Carolyn Diskin
Principal

530-528-7399

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

Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source

Total LCFF funds
$1,174,105
92 %

All other state funds, $86,835 , 7%

All local funds, $17,747 , 1%

LCFF supplemental & concentration grants, $289,869 , 23%
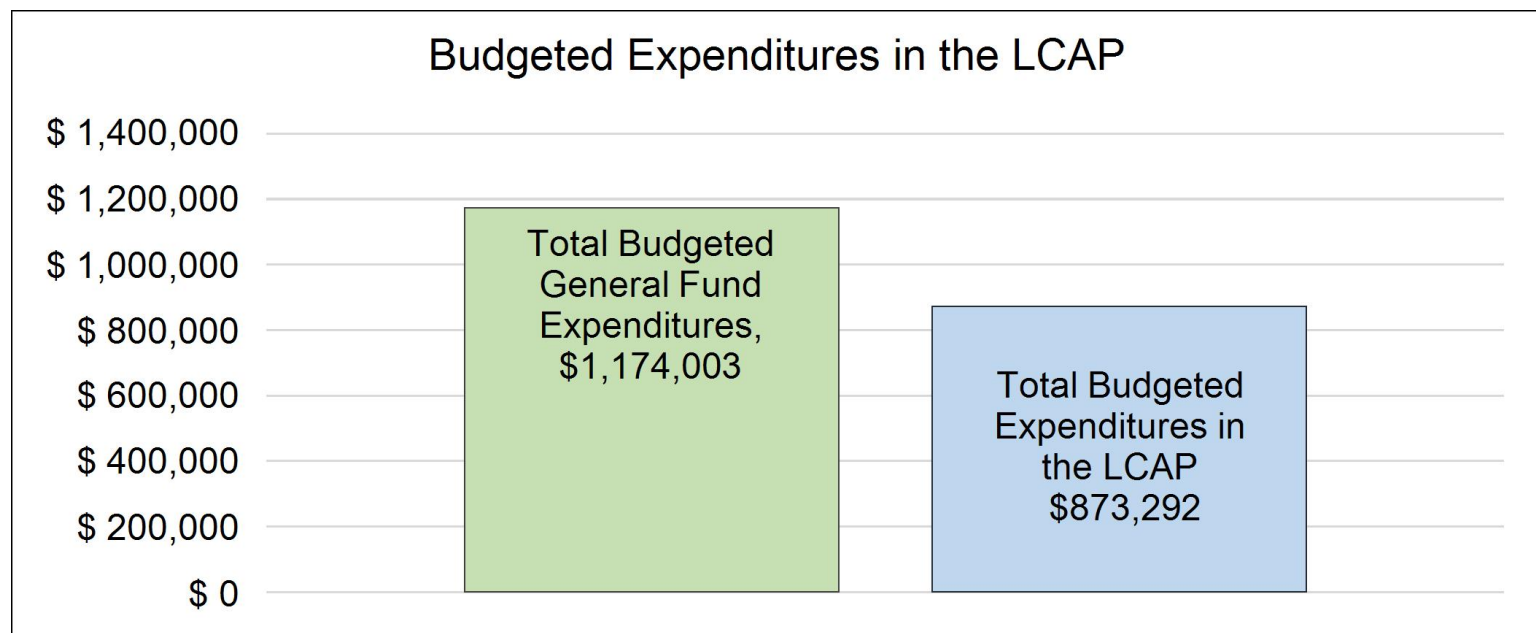
All Other LCFF funds, $884,236 , 69%

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

The text description for the above chart is as follows: The total revenue projected for Lincoln Street School is $1,278,687, of which $1,174,105.00 is Local Control Funding Formula (LCFF), $86,835.00 is other state funds, $17,747.00 is local funds, and $0.00 is federal funds. Of the $1,174,105.00 in LCFF Funds, $289,869.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $1,174,003

Total Budgeted Expenditures in the LCAP $873,292

This chart provides a quick summary of how much Lincoln Street School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Lincoln Street School plans to spend $1,174,003.00 for the 2025-26 school year. Of that amount, $873,292.00 is tied to actions/services in the LCAP and $300,711 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Lincoln Street School plans to spend $1,174,003.00 for the 2025–26 school year. Of that amount, $873,292.00 is tied to actions and services described in the LCAP. The remaining $300,711.00 in budgeted expenditures are not included in the LCAP and will be used to support essential operational and instructional functions that fall outside of specific LCAP goal alignment.
These expenditures will be used for the following"
Core operational costs such as administrative services, insurance, facilities maintenance, and utilities essential to supporting the school's day-to-day functioning.
Technology infrastructure and licenses needed to support digital platforms used in the independent study model but not tied to a specific LCAP action.
Staff onboarding and general training not directly aligned to LCAP actions (e.g., compliance, systems use).
Materials and supplies for non-LCAP-aligned enrichment activities, student recognition, and general school climate supports that are supplemental but not linked to specific goals in the LCAP.
General education instructional costs for students not identified as part of an unduplicated student group and not part of targeted interventions or actions.
While not all expenditures are reflected within the LCAP, all budgeted activities support the school's overarching mission to deliver a personalized, family-centered education in a non-classroom-based model that meets student academic, social-emotional, and engagement needs.

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

In 2025-26, Lincoln Street School is projecting it will receive $289,869.00 based on the enrollment of foster youth, English learner, and low-income students. Lincoln Street School must describe how it intends to increase or improve services for high needs students in the LCAP. Lincoln Street School plans to spend $235,159.00 towards meeting this requirement, as described in the LCAP.

In 2025–26, Lincoln Street School is projected to receive $289,869.00 based on the enrollment of foster youth, English learner, and low-income students. As required under the Local Control Funding Formula (LCFF), Lincoln Street School must demonstrate how it will increase or improve services for these high-need student groups above and beyond services provided to all students.

Lincoln Street School plans to spend $235,159.00 toward meeting this requirement, as detailed in the LCAP through a series of targeted, contributing actions. These actions are designed to address the unique challenges and barriers faced by unduplicated pupils in the school's non-classroom-based, homeschool instructional model. Services are not universally applied but are either limited to or strategically prioritized for unduplicated students. Key contributing actions include:

Targeted in-person math instruction labs (Action 1.3): These labs are designed to accelerate academic progress in mathematics, where only 12.5% of students currently meet standards. Priority access is given to unduplicated students identified through CAASPP and benchmark data. The goal is to increase the percentage of students meeting or exceeding standards to 30%.

Monthly student clubs and parallel Parent Club meetings (Goal 2): These actions are structured to increase school connectedness and reduce barriers to participation for low-income and English learner families. Participation among these groups increased from 10% to 30% over the year due to these efforts.

SEL-infused family events and whole-child wellness supports: These services support trauma-impacted students and families experiencing instability. Mental health referrals, check-ins, and SEL coaching for families directly address needs specific to unduplicated pupils.
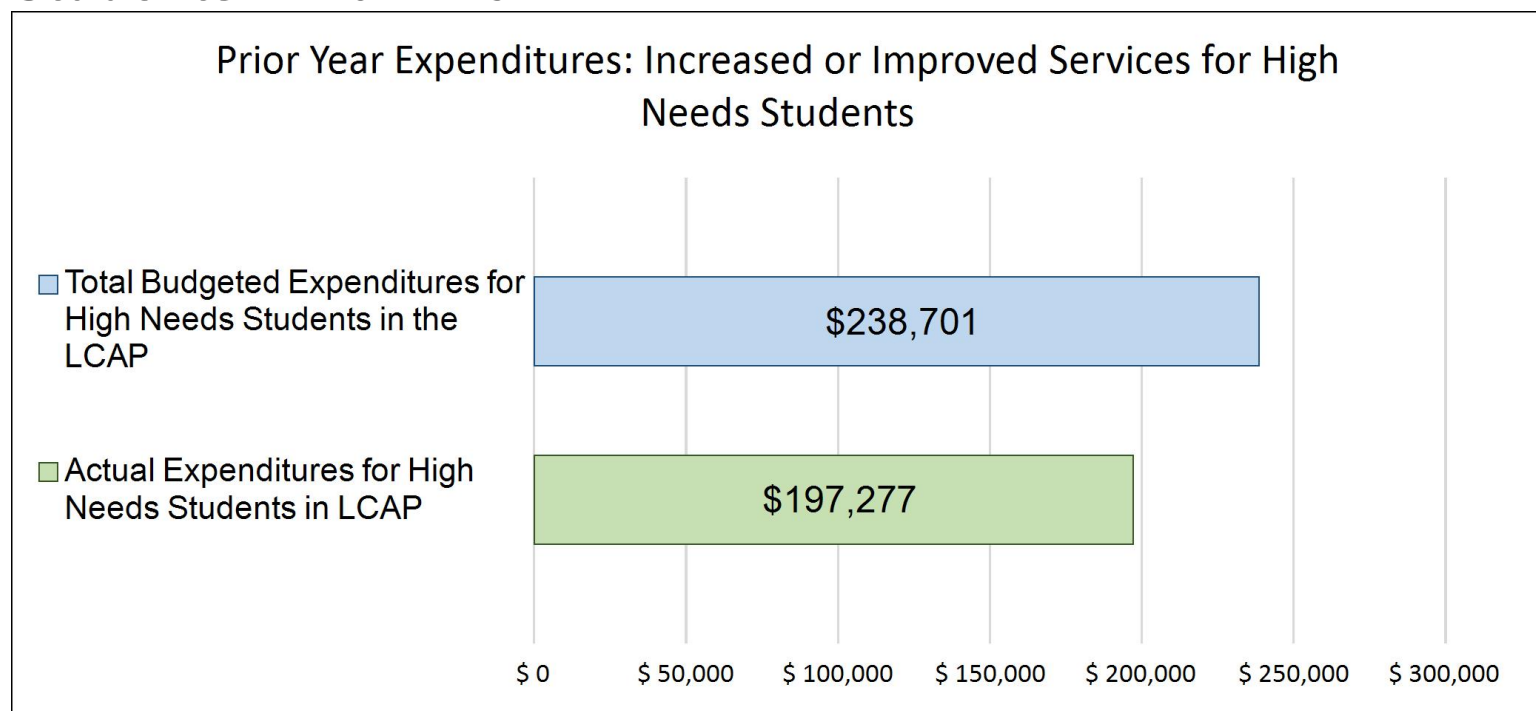
Dedicated outreach and translated communication strategies: These ensure that English learner families receive personalized support in navigating instruction, engagement opportunities, and school expectations.

Each of these services either increases access, enhances instructional depth, or reduces barriers that disproportionately affect foster youth, English learners, and low-income students. The effectiveness of these actions will be measured through subgroup progress on CAASPP (ELA and Math), chronic absenteeism, reclassification rates, and engagement metrics including event attendance and survey feedback.

Lincoln Street's family-centered, personalized learning approach is built on equity. The school remains committed to allocating LCFF funds in a way that ensures high-needs students receive services tailored to their context—services that are both measurable and meaningful in improving outcomes.

LCFF Budget Overview for Parents

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

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

- Total Budgeted Expenditures for High Needs Students in the LCAP: $238,701
- Actual Expenditures for High Needs Students in LCAP: $197,277

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

The text description of the above chart is as follows: In 2024-25, Lincoln Street School's LCAP budgeted $238,701.00 for planned actions to increase or improve services for high needs students. Lincoln Street School actually spent $197,277 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $41,424 had the following impact on Lincoln Street School's ability to increase or improve services for high needs students:

In 2024–25, Lincoln Street School's LCAP budgeted $238,701.00 for planned actions to increase or improve services for high-needs students. The school actually spent $197,277.00, resulting in a difference of $41,424.00 in unspent funds.
This underspending had a moderate impact on the school's ability to fully implement the intended level of support for foster youth, English learners, and low-income students. Several planned initiatives were only partially realized or delayed, including:
In-person academic support labs, particularly in math, were limited in frequency due to staffing constraints and scheduling delays. As a result, not all unduplicated students received the level of targeted small-group support originally intended.
Curriculum support for teachers and families, especially in math and early literacy, was not fully developed or delivered. This impacted the school's ability to strengthen Tier 1 instruction at home and in-person, particularly for families with lower instructional confidence or language barriers.
Family engagement events, while offered, saw uneven attendance. Efforts to increase culturally responsive outreach, multilingual communication, and clearer framing of event purpose were implemented later in the year, limiting full impact.

Opportunities to connect families with shared needs and experiences—such as through affinity groups or support circles—were not expanded as planned. Bringing together caregivers of students with disabilities, English learners, and foster youth remains a key area of focus moving forward.

Plans to expand access to food services at on-campus events and during extended learning days were not fully implemented. Providing consistent meal support, especially during in-person learning blocks, is a known need for many low-income families and will be prioritized in the coming year.

In response to these implementation gaps, Lincoln Street School has begun making strategic staffing changes aimed at strengthening system-level coordination and ensuring more proactive support for high-needs students. New roles and redistributed responsibilities are helping staff better understand patterns in student needs, streamline data-informed decision-making, and identify support gaps earlier. These changes will enhance the school's ability to deliver services in a timely and equitable manner. By aligning staffing structures more intentionally with MTSS delivery and family engagement, the school plans to move from a reactive model to one that anticipates needs and builds more consistent, embedded supports for students and families.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lincoln Street School	Carolyn Diskin Principal	cdiskin@tehamaschools.org 530-528-7399

Plan Summary [2025-26]

General Information

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

Established in 1985, Lincoln Street School began in Gerber as an Independent Study program serving K–12 students, including pregnant teens, expelled students, group home residents, and homeschoolers. In 1990, the school moved to Red Bluff and operated from the TCDE warehouse. By 1999, it relocated to the TCDE's main building on Lincoln Street and transitioned to a non-classroom-based charter school, emphasizing personalized learning via a parent-as-teacher model.

The school has earned recognition, including an API score as high as 870 and a 2009–10 designation as an exemplary Independent Study School by the California Department of Education and the California Consortium of Independent Study.

In June 2014, Lincoln Street moved into a new, state-of-the-art facility on TCDE grounds and continues to operate as a TCDE-authorized charter. Currently serving approximately 85 TK–8 students, the school focuses on empowering parents and fostering student success through personalized instruction. Staff also provide social-emotional and wellness support as part of a whole-child approach.

The school's charter was renewed through June 2023 and extended to 2026 due to COVID-19 legislation.

Reflections: Annual Performance

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

In 2023, Lincoln Street School's All Students group received a Red performance level in Mathematics, scoring 97.9 points below standard on the CAASPP. This outcome identifies Mathematics as the lowest performing indicator and a critical focus area for targeted intervention and instructional improvement. Although preliminary data from 2024 shows promising growth (+12.5 points), performance remains in the Yellow level at 85.4 points below standard. The magnitude of this gap highlights the urgency of intensifying our math improvement strategies.

As a non-classroom-based charter school operating within a homeschool-centered, personalized learning model, Lincoln Street relies on a collaborative "parent-as-teacher" structure. This model offers flexibility and individualized pacing, but also presents challenges in ensuring consistent delivery of standards-based math instruction—particularly in building conceptual understanding and fluency.

To address these challenges and maintain positive growth, we are strengthening our support structures by:

Expanding access to online math platforms offering scaffolded, interactive practice.

Integrating small-group in-person workshops and virtual math labs focused on core skills.

Training parents in the use of visual models, manipulatives, and math discourse strategies to support conceptual understanding.

Clarifying and aligning pacing guides to help parents sequence instruction effectively.

Enhancing math intervention options for students with foundational skill gaps in numeracy and problem-solving.

Increasing coaching and collaborative planning time between credentialed teachers and families to improve alignment in instructional practice.

In English Language Arts (ELA), Lincoln Street students performed at the Orange level, scoring 60.9 points below standard on the 2023 CAASPP—a 2.2-point decline from the prior year. These results underscore the need for renewed focus on early literacy instruction, especially for primary students. Many families, particularly those teaching TK–3 learners, expressed a lack of confidence in implementing phonemic awareness, phonics, and early reading routines.

As a response, we are:

Providing structured parent workshops in early literacy skills.

Developing home reading toolkits with decodable texts and progress tracking tools.

Increasing teacher coaching sessions and modeling of evidence-based reading strategies.

Expanding access to leveled digital and print libraries to ensure all students engage with appropriately complex texts at home.

Chronic absenteeism remains an area of concern, despite our flexible instructional model. Per state policy, students are considered absent if they fail to submit sufficient work—even if instruction occurs at home. Our data indicates that chronic absenteeism is linked to:

Low parent instructional confidence, especially in core subjects.

Unstructured home routines and competing priorities for families.

Social-emotional challenges, including anxiety and family instability.

Limited access to resources such as internet, transportation, or devices.

In response, Lincoln Street has implemented the following strategies:

Weekly teacher check-ins focused on attendance coaching and early re-engagement.

Expanded mental health and wellness services delivered by counselors and Family Support Liaisons.

Enhanced parent onboarding and ongoing training in instructional planning, time management, and attendance expectations.

Family engagement remains a foundational strength of our homeschool-based model. During 2024–25, we deepened engagement through:

Monthly Parent Club meetings focused on academic strategies, motivation, and homeschool best practices.

Community events such as Park Days, Game Nights, and Student Showcases that fostered a strong sense of belonging.
Feedback loops that allowed families to shape programming, emphasizing the desire for more collaborative learning and instructional support.
Key takeaways from partner feedback included:
High value placed on community-building and peer learning for both students and parents.
Continued interest in training on effective literacy and math instruction, particularly in early grades.
Support for more interactive, real-world learning opportunities and increased transparency in academic progress.

Learning Recovery Emergency Block Grant (LREBG) Needs Assessment Reflection:
Lincoln Street School conducted a needs assessment to determine how Learning Recovery Emergency Block Grant (LREBG) funds could be most effectively used to accelerate learning and re-engage students following significant academic disruptions. Data from the 2023 CAASPP assessment revealed that Mathematics remains our lowest performing area, with students scoring 97.9 points below standard—placing our All Students group in the Red performance level. While 2024 preliminary results show improvement (+12.5 points), substantial gaps persist, particularly in foundational math skills and student confidence in mathematical reasoning.
Root cause analysis and educational partner feedback revealed several contributing factors:
Inconsistent implementation of math instruction at home, particularly among early grade families with limited instructional experience.
Limited access to in-person academic interventions or targeted tutoring opportunities due to logistical constraints within the homeschool model.
Low engagement among families of students with persistent academic or attendance challenges, often related to capacity, resources, or social-emotional factors.
To address these findings, Lincoln Street School will use LREBG funds to implement two primary strategies:
Mathematics Growth and Intervention Supports
Funds will expand our current math support infrastructure by increasing access to small-group tutoring, launching targeted intervention labs (e.g., "Math Boost"), and extending instructional time through in-person and virtual supports. These services will focus on closing skill gaps in numeracy, problem-solving, and mathematical discourse.
MTSS Supports, Coaching and Professional Development
Family Success Liaison Position
A dedicated Family Success Liaison will be hired to coordinate outreach, build parent instructional confidence, and support student engagement. This position will serve as a bridge between home and school, providing individualized coaching to families, organizing workshops on math strategies, and helping coordinate intervention participation. The liaison will also monitor engagement trends and collaborate with instructional staff to ensure services are responsive to student and family needs.
These targeted investments reflect Lincoln Street's commitment to equitable recovery, improved student outcomes in math, and increased capacity for families to serve as effective instructional partners. The full impact of these actions will be measured using multiple indicators, including CAASPP Math outcomes, progress monitoring data, and family engagement benchmarks.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers:	Staff meetings held monthly to receive input from teachers. One on one meetings with teacher and admin monthly.
Classified Staff:	Staff meetings held monthly to receive input. Bimonthly meetings as one on ones help to gather input.
Students:	Survey administered to students in May.
Parents (PAC/Governance Board - with SpEd Input)	Governance/PAC meetings held monthly to gather input. Survey distributed to parents in September, January and May.
Administrators	Staff meetings held monthly.

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

To inform the Learning Recovery Emergency Block Grant (LREBG) needs assessment, Lincoln Street School gathered educational partner input through a variety of channels, ensuring that family voice—particularly from parents of unduplicated students—was embedded throughout the process. Input was collected from annual parent surveys, ongoing Parent Club discussions, and midyear check-in surveys designed to capture emerging needs in academic support and social-emotional well-being. In addition, real-time feedback gathered during monthly family meetings provided valuable insights into the types of supports families find most helpful and the challenges they face in navigating home instruction. These multiple feedback loops were used to prioritize LREBG-funded actions that align with parent-identified needs, including additional in-person instructional opportunities, SEL integration, and strategies to support parent-led learning at home.

Lincoln Street School implemented a developmentally appropriate and intentional process to engage students in the development of the LCAP, grounded in our mission to personalize learning and elevate student voice within our homeschool model. Recognizing that student experience and input are critical to shaping a responsive educational program, we provided multiple opportunities for engagement: The LCAP was created based on feedback provided by our educational partners.
.
Educational Partner(s):

Parents and Guardians of Lincoln Street School Students

Process for Engagement:
Lincoln Street School implemented a year-long engagement strategy centered on relationship-building, instructional support, and two-way feedback. Parents were invited to participate in:
Monthly Parent's Club Meetings, which included interactive learning focused on growth mindset, time management, and homeschool best practices. These meetings also created a space for networking, community-building, and ongoing input from parents to school leadership.
Annual and mid-year surveys targeting family satisfaction with instructional resources, communication systems, and areas for improvement.
Student-centered events such as Park Days, Art/Field Trip, and Club Days. Ongoing informal check-ins between credentialed teachers and families to support instructional planning, troubleshoot challenges, and document engagement trends.
This multi-pronged approach was designed to reflect our core belief that parents are co-educators and critical partners in the learning process.
Most respondents feel they receive adequate support from teachers.

Parent input directly informed the LCAP in the following ways:
Parent Training Needs: Families indicated a desire for more support in teaching foundational reading and math skills. In response, the LCAP includes actions to expand parent professional development, particularly in beginning literacy instruction aligned to California standards.
Community Connection: Feedback emphasized the importance of connection among homeschooling families. This led to the continued investment in and expansion of events such as Club Days and Family Workshops, which are now recognized as LCAP-supported strategies to promote family engagement and student connectedness.
Communication Improvements: Parents requested clearer guidance on expectations for attendance, pacing, and access to resources. The LCAP includes actions to develop more accessible communication tools, including visual pacing guides and multilingual updates.
Ongoing Advisory Role: Plans are now in place to formalize a Parent Advisory Committee that will meet quarterly to co-develop priorities and review progress on LCAP goals.
Respondents generally feel their children are receiving the same or better quality of education compared to previous schools.
Barriers to participation include time of day, personal preference for self-instruction, and scheduling conflicts.

Educational Partner(s):
Teachers and Staff

Process for Engagement:
Lincoln Street School engaged credentialed teachers and support staff throughout the LCAP development process via:
Monthly staff meetings and instructional planning sessions where LCAP goal alignment and implementation feedback were standing agenda items.
Staff surveys and collaborative protocols to identify instructional needs, barriers to implementation, and areas requiring additional professional development—especially in curriculum, assessments and reading instruction..
End-of-year reflective sessions to evaluate the impact of actions related to student learning, family engagement, and social-emotional supports.
Staff also collaborated with school leadership in the development of local assessments, selection of supplemental materials, and identification of student subgroups in need of targeted supports.

How Feedback Influenced the LCAP:
Teacher feedback highlighted the need for updated literacy curriculum and training.
Teachers identified a need for more opportunities for peer collaboration, leading to the addition of cross-grade teacher planning days and shared resource development as part of the LCAP.
Math is frequently rated as the most difficult subject to teach, followed by Science, Social Studies/History, and English Language Arts/Reading.

Educational Partner(s):
Students (TK–8)

Process for Engagement:
Although most of Lincoln Street's students are in the elementary grades, student voice was gathered through developmentally appropriate formats, including: Informal feedback during in-person events (e.g., Art Days, Club Days, and Park Days), where students shared preferences for learning activities and enrichment offerings. Student-led activities and reflections, where learners had opportunities to share what helped them feel successful in their homeschool experience. Teacher-facilitated check-ins during academic support sessions to identify learning needs, interests, and social-emotional well-being. Students were asked to fill out a survey on the school site. These efforts ensured that the student experience directly informed planning for both academic and engagement-related strategies.

How Feedback Influenced the LCAP:
Students expressed a strong interest in more collaborative and hands-on learning experiences, especially those offered in person. This led to the continued investment in Club Days and the development of new enrichment workshops.
Student feedback indicated a desire for more variety in instructional materials, especially in reading topics and projects. This informed a planned expansion of library resources and thematic reading collections.
Based on student input around connection and enjoyment, the school will increase the number of interest-based clubs and social opportunities, integrated as LCAP-supported actions tied to engagement and climate metrics.
All students surveyed reported they felt accepted for who they are, at school.
All students surveyed reported when something difficult happens, they have an adult on campus they trust to talk to.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

As an non-classroom based charter school, teaching and instruction is provided by the parent/guardian in partnership with a credentialed teacher. Parents are responsible for the daily instruction and supervising teachers are responsible in assigning, monitoring, and assessing the overall work and learning progress. State approved curriculum is adopted and closely aligned with our local public schools. It is imperative that the students who attend Lincoln Street are well prepared academically as they transition into the next grade and/or highschool. As an alternative option for families, Lincoln Street must demonstrate a high level of academic rigor, social emotional support, and adaptability to the individual needs of our students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Student attendance rates as measured by Aeries reporting	23/24: 98.49%	24/25: 97.9		Student attendance rates will meet or exceed 95%	0.59% decrease from Baseline
1.2	Chronic Absenteeism as measured by CALPADS reporting.	22/23: 6.8%	23/24: 14.1		4% or lower	7.3% higher than Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Student's meeting standards in Math as measured by CAASPP assessment	22/23: Math = 12.5% Met/Exceed	23/24: Math = 12.5% Met/Exceed		30% will meet/exceed CAASP Math.	Data for Year 1 same as Baseline
1.4	Student's meeting standards in ELA as measured by CAASPP assessment.	22/23: ELA = 22.5% Met/Exceed	23/24: ELA = 30.0% Met/Exceed		45% will meet/exceed CAASP ELA.	7.5% increase in students meeting or exceeding the standard for ELA in comparison to Baseline
1.5	Percentage of English learner and/or LTEL students progressing at least one performance level on the annual Summative ELPAC assessment.	22/23 14.82% Initial Fluent English Proficient 15.12% Intermediate English Learner 70.06% Novice English Learner	23/24 12.76% Initial Fluent English Proficient 13.07% 2.05% Intermediate English Learner 74.17% Novice English Learner		50% of students increase performance.	There was a decrease of students in all categories: -2.06% Initial Fluent English Proficient -2.05% Intermediate English Learner -4.11% Novice English Learner
1.6	EL reclassification as measured by LEA reporting.	2 EL student was reclassified for the 2023/24 school year	2 EL student was reclassified for the 2024/25 school year		Minimum of 1 reclassification each year.	Year 1 Outcome met the Outcome for the metric.
1.7	Percentage of school facilities rated in 'Good' or 'Exemplary' condition as measured by the annual Facilities Inspection Tool (FIT).	100% of FIT reports rate Facilities in Exemplary Condition	100% of FIT reports rate Facilities in Exemplary Condition		Good or Exemplary Condition 100% based on FIT report	Year 1 Outcome met the Outcome for the metric.
1.8	Student suspension rates as measured by Aeries reporting.	23/24: 0 Suspensions	24/25: 0 Suspensions		Less than 1% suspended	Data for Year 1 same as Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	Students expulsion rates as measured by Aeries reporting.	23/24: 0 Expulsions	24/25: 0 Expulsions		Less than 1% expelled.	Data for Year 1 same as Baseline
1.11	Teacher appropriately assigned and credentialed as measured by Williams Reporting	23/24: 0 Williams-Act complaints	24/25: 0 Williams-Act complaints		Maintain 0 complaints	Data for Year 1 same as Baseline
1.12	Student access to standards curriculum as measured by Williams Reporting	100% of students with access	24/25: 100% of students with access		100% of students with access	Data for Year 1 same as Baseline

Goal Analysis [2024-25]

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

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

Lincoln Street School implemented the majority of its planned actions related to academic achievement, student engagement, and equitable access to quality instruction. Core initiatives included targeted outreach for attendance support, structured intervention in English Language Arts (ELA) and Mathematics, parent training in instructional strategies, and sustained professional development for teachers. Monitoring of progress was conducted using Aeries (attendance and suspension), CALPADS (chronic absenteeism), CAASPP (ELA and Math performance), ELPAC (English proficiency), and Williams Reporting (credentialing and curriculum access).

While the school initially planned to scale intervention blocks for students below grade level, implementation began with a smaller, more targeted model using one-on-one and two-on-one tutoring sessions with students' primary teachers. This approach was informed by local assessment data and an increased frequency of progress monitoring, which improved the precision of interventions. However, coordinating consistent attendance at in-person sessions posed a challenge due to the homeschool structure, causing some sessions to begin later in the year than intended.

Tiered re-engagement protocols and wellness check-ins were fully implemented as planned. Nonetheless, the number of students flagged for chronic absenteeism exceeded expectations. This increased demand required additional staff time and expanded one-on-one support, which strained existing resources but also enabled more personalized re-engagement opportunities.

Suspension and expulsion rates remained low, in alignment with the school's non-classroom-based model. Preliminary CAASPP data indicated notable gains in Math proficiency (+12.5 points), suggesting that efforts in curriculum alignment and the integration of digital

learning tools contributed positively. Student feedback highlighted improved confidence and understanding during in-person math support sessions.

Williams Reporting confirmed 100% teacher credentialing and proper assignment, as well as full access to standards-aligned instructional materials. These outcomes reflect strong staffing practices and instructional planning.

ELPAC data demonstrated ongoing reclassification progress, supported by targeted English Language Development (ELD) instruction and consistent monitoring. The success of this approach is being evaluated as a potential model for expanding support to other student subgroups.

However, the hybrid instructional model revealed challenges related to consistency and parent capacity. Some families struggled to maintain engagement routines, which impacted attendance and contributed to uneven academic outcomes. Additionally, despite training, some parents—particularly those with early elementary students—reported difficulty supporting grade-level reading and math at home. This underscores the continuing need for robust and differentiated family learning supports.

For the 2023 Dashboard data, the only red indicator that Lincoln Street identified is Mathematics, which was 97.9 points below standard. As a focus area for Lincoln Street, Metric 1.3 addresses the monitoring for Math growth, focused around student's meeting standards in Math as measured by CAASPP assessment, with a goal that 30% will meet/exceed CAASP Math. To address the significant performance gap in Mathematics, as evidenced by Lincoln Street's 2023 Dashboard score of 97.9 points below standard, our LEA has prioritized targeted instructional supports through hybrid model enhancements. Specifically, Metric 1.3 tracks student progress toward meeting or exceeding Math standards on the CAASPP, with a goal of 30% proficiency by June 2026.

In this hybrid instructional environment, credentialed teachers provide in-person, small group math intervention to K–8 students identified through local benchmark assessments and teacher referrals. These sessions occur during scheduled on-campus instructional blocks, focusing on scaffolded skill development, real-time feedback, and application of district-adopted math curricula aligned with state standards.

By integrating structured in-person supports within the hybrid schedule, students receive differentiated instruction that complements their asynchronous learning. Teachers collaborate regularly in PLCs to review formative data, adjust lesson plans, and share effective strategies to close identified learning gaps. This model ensures that intervention is data-driven and accessible, especially for students performing below grade level.

We expect this strategic in-person math support to contribute directly to our improvement trajectory on CAASPP outcomes and reduce the number of students performing below standard on future Dashboard reports.

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.

MAKE NOTES TO THIS SECTION ONCE EXPENDITURES ARE INPUT.

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

Effective Actions to Date:

Individualized Learning Plans (ILPs) combined with consistent check-ins by credentialed teachers have sustained strong family-school partnerships. These plans supported personalized pacing and aligned instruction, particularly benefiting students in non-traditional learning environments.

In-person enrichment opportunities such as Park Days, Club Days, and small-group tutoring sessions significantly boosted student engagement and contributed to social-emotional development. These events provided students with structured opportunities for peer interaction, academic support, and connection to school.

Targeted ELD strategies were implemented through focused professional development and instructional conversations, which supported progress toward English Learner reclassification. ELPAC outcomes and formative assessments indicate these supports are effectively scaffolding language development.

Mental health and wellness services provided through on-site counseling and virtual supports helped reduce barriers to attendance and improved overall student readiness to learn. These services were especially impactful for students with chronic absenteeism or social-emotional needs.

Ineffective or Less Effective Actions to Date:

Parent instructional readiness varied significantly, especially in foundational reading and math. Many parents expressed difficulty delivering standards-aligned Tier 1 instruction at home, resulting in inconsistent academic growth, particularly in early grades.

Tier 2 academic interventions were not initiated early or frequently enough to effectively address emerging learning gaps. Delays in intervention access limited their impact on students performing below standard on CAASPP, especially in mathematics.

Progress monitoring systems across intervention tiers lacked consistency, reducing the effectiveness of data-informed instructional adjustments. Without timely data, it was challenging to escalate support to Tier 2 or Tier 3 levels or refine interventions with precision.

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.

Reflections on prior practice and student performance data have led to several refinements and expansions to Goal 1 for the coming year to improve the effectiveness of our Multi-Tiered System of Supports (MTSS) and to more equitably address student needs in a homeschool-based hybrid environment.

Revised Actions and Expanded Supports:

Parent Training in Tier 1 Instruction (Literacy & Math):
We will enhance structured family training in early literacy and foundational math, emphasizing phonemic awareness, decoding, numeracy routines, and at-home progress monitoring. Materials will be offered in multiple languages and formats to increase accessibility and impact.

Comprehensive Assessment Calendar (NEW/Expanded):
A formal schoolwide assessment calendar will be launched and sustained. This includes universal screeners, formative benchmarks, and diagnostics aligned with CAASPP and ELPAC. The calendar will enable earlier identification of learning gaps and faster placement into Tier 2 and Tier 3 supports.

Daily In-Person Instruction by Grade Band:
A revised master schedule will provide consistent in-person instruction for TK–3 and 4–8 grade bands. These sessions will deliver Tier 1 and Tier 2 academic instruction and support social-emotional learning through structured peer interactions.

Student Progress Dashboards:
A user-friendly dashboard will be introduced to give families and staff real-time visibility into student attendance, achievement data, and intervention participation.

Professional Collaboration & Coaching Enhancements:
Weekly meetings between administration and staff will continue to guide instructional decisions using real-time data. In addition, instructional coaching and peer-led PLCs will be established to focus on best practices in Tier 1 and intervention strategies.

Best First Instruction and Early Literacy Training:
We will expand professional learning on high-leverage instructional strategies aligned with California Standards, with a special focus on structured literacy and the science of reading for early grade educators and parent-teachers.

Themed Events and Field Learning:
Monthly themed events and educational field trips will be aligned with core academic standards to deepen learning and foster community engagement.

Change to Metric 1.5 (ELPAC/LTEL/EL Progress):
We have refined Metric 1.5 to better capture English learner growth:
"Percentage of English learner and/or LTEL students progressing at least one performance level on the annual Summative ELPAC."
Analysis of 2023–24 student-level growth data will be used to establish the new baseline, reflecting the percent of EL students who demonstrated advancement of one or more performance levels.

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	Base Program	Maintain Lincoln Street staffing, materials/supplies and facilities at prior year levels. • Salaries and benefits • Materials/supplies • Software licenses • Rent/maintenance • Tech support services • Fiscal and administrative oversight by TCDE	$565,350.44	No
1.2	Special Education Support	Special Education services will be provided based upon student identified needs.	$44,919.00	No
1.3	Student Academic Intervention	Resources and services provided to provide comprehensive supports that address the learning needs at all levels, including language acquisition for EL learners. Diagnostic and benchmark assessments in ELA and Math (NWEA and STAR) Intervention instruction EL Acquisition of language	$23,429.00	Yes
1.4	Staff Professional Development	Provide quality professional development to staff. Topics addressed included: New curriculum/intervention implementation Technology integration to instruction Charter, Independent Study School conferences	$15,397.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Data collection, management and analysis Parent engagement Implementation of adopted academic content/performance standards Integrating and implementing ELL state and EL Standards		
1.5	Textbooks & Supplies	Purchase additional textbooks, supplemental supplies and resources as indicated by student enrollment and replacement needs. Ensure all textbooks are standards-based.	$5,900.00	No
1.6	Additional Teachers to support Learning Loss	Maintain an additional 1.0 FTE teacher based upon enrollment needs and 30% of certificated staff. This teacher will focus on addressing the RED indicator for ALL STUDENTS in the area of Math as we utilize the cycle of inquiry to determine strategies for addressing the math performance gap of our student groups.	$207,697.06	Yes
1.7	Attendance Monitoring	MOU with TCDE department for SARB investigations and follow-up support services.	$1,874.00	Yes
1.8	Skills based assessment and progress monitoring for math and ELA.	Purchase skills based ELA and Math assessment programs to monitor progress to address the instructional needs that identify gaps in learning and inform instructional practices to close these gaps.		Yes
1.9	Broad Course of Study	Host opportunities for engagement that is meaningful and relevant to the instructional program: Field trips, clubs, family nights that support the development of the whole child.	$2,920.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of parents/guardians of unduplicated students and students with disabilities who attend school or district engagement events, as measured by sign-in sheets, meetings or digital attendance records	100% of parents participated in IEP meetings and other school events for students with disabilities. 15% of parents/guardians of unduplicated students attended school engagement events, based on attendance and sign-in sheets.	100% of parents participated in IEP meetings and related school meetings, events. 20% of parents/guardians of unduplicated students attended school engagement events, based on attendance and sign-in sheets.		Percentage of attendance or engagement will be at 70% or greater	SWD 30% higher, 50% lower for unduplicated students
2.2	Parent sense of safety and school connectedness as measured by annual surveys.	Sense of Safety: 100% Agree or Strongly Agree Sense of School Connectedness: 100% Agree or Strongly Agree	Sense of Safety: 100% Agree or Strongly Agree Sense of School Connectedness: 100% Agree or Strongly Agree		85% parents response with a sense of safety and school connectedness.	15% above Baseline
2.3	Student sense of safety and school connectedness as measured by annual surveys.	Student (TK -8th Grade) Sense of safety: 100% reporting Sense of school connectedness:50%	Student (TK -8th Grade) Sense of safety: 100% reporting Sense of school connectedness: 85%		85% student response with a sense of safety and school connectedness.	Sense of safety meets baseline. Sense of school connectedness increased by 35%
2.4	Student and Family Surveys distributed annually for feedback	Engagement survey results 47% reported want to be more involved.	Engagement survey results 47% reported want to be more involved.		Percentage of students and families that respond with feedback to annual surveys will be at 50% or greater.	

Goal Analysis [2024-25]

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

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

During the 2024–25 school year, Lincoln Street implemented multiple actions designed to build parent instructional capacity, improve family engagement, and enhance student and parent connectedness. These included hosting monthly parent engagement evening events and parent clubs in the day, providing social-emotional learning (SEL) supports for students, and collecting ongoing survey and attendance data.

Whole Child and Whole Family Supports:

Wellness support (e.g., access to counseling, behavioral support) was provided, and parents were referred to outside agencies when appropriate. However, demand for these supports—especially among families with trauma history or financial stress—outpaced initial expectations. Staff adjusted by increasing SEL resources and expanding wellness-related partnerships.

Communication and Planning:

One key area for improvement identified early in the year was the need for clearer communication and earlier planning of family engagement events. Parents expressed uncertainty about the purpose and content of events. In response, the school developed a more intentional outreach plan, clarified event relevance in invitations, and launched a calendar with more advance notice.

Event Relevance and Feedback Loops:

Lincoln Street began systematically collecting input from families and students on the types of events they want to attend, the timing that works best for them, and topics of interest. This feedback loop helped guide the planning of monthly activities and supported a more inclusive and responsive approach.

Social-Emotional Integration and Family Connection:

SEL themes were woven into monthly family meetings, supporting not just students, but also caregivers in developing emotional literacy and connection. This integrated approach helped normalize conversations about mental health, emotional wellness, and trauma-informed care in a homeschool environment.

Some of our successes were: Growth in On-Campus Engagement:

The school saw a consistent increase in student participation in on-campus clubs, with parallel growth in attendance at Parent Club meetings, which were scheduled to run at the same time. This dual-structured model increased parent presence on campus and created a shared school experience between caregivers and students.

Improved Feelings of Safety and Belonging:

Surveys and anecdotal feedback indicated that students and families increasingly felt valued and safe at school. Family members shared that they appreciated opportunities to connect with each other and with staff in low-pressure, welcoming settings.

Whole-Child Support Systems:

Wellness and mental health support systems expanded through both internal services and community referrals. These efforts addressed barriers to learning and helped families manage challenges beyond academics.

Some of our Challenges:

Subgroup Participation Gaps:

Participation among certain groups, including English learners and socioeconomically disadvantaged families, was lower than desired. The school will explore culturally responsive outreach strategies and flexible scheduling to better meet these families' needs.

Staff Capacity:

Facilitating consistent family engagement while supporting academic responsibilities remains a workload challenge. Staff have requested more defined roles, shared planning tools, and potential expansion of family engagement staffing support.

In 2024–25, the percentage of parents/guardians from targeted groups, of unduplicated students and students with disabilities, who attended school-hosted events increased over the year from approximately 10% to 30%. This growth reflects intentional efforts to build community through structured opportunities like monthly student and Parent Club meetings, SEL-infused family events, and clearer communication strategies. Running parent meetings in parallel with student activities was particularly effective in lowering barriers to participation. Despite this progress, the school recognizes that many families—especially those from low-income households or those navigating language barriers or disabilities—still face challenges in participating in traditional engagement formats. To address this, Lincoln Street School is implementing the following strategies in the coming year:
Offering multiple formats for participation, including flexible scheduling, digital access, and small group sessions. Expanding outreach using various platforms, creating an in advance event calendar and monthly themed learning activities, and personal contact from staff or parent ambassadors. Incorporating feedback loops through short surveys and informal check-ins to understand what kinds of events families value most. Recognizing all forms of engagement, including home-based academic support, digital participation, and one-on-one parent-teacher check-ins as valid indicators of involvement.

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

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

The actions implemented under Goal 2 have shown positive progress in improving school connectedness and fostering a safe, inclusive environment for students and families. Lincoln Street School's intentional efforts to strengthen relationships through consistent on-campus opportunities, social-emotional integration, and clearer communication have directly contributed to an increase in family engagement and student connection. Overall, actions under Goal 2 have been moderately effective in achieving increased family and student connection, creating a safer and more welcoming environment, and establishing a foundation for future growth. Continued improvements in communication, outreach to underrepresented families, and sustained SEL integration will further enhance the effectiveness of this goal.
Effective Actions:
Monthly Themed Events and Family Engagement Activities:
These events successfully built community and provided low-barrier entry points for families to connect with one another and with staff.
Scheduling Parent Club meetings alongside student club days proved to be a highly effective structure, boosting attendance and engagement for both groups. These parallel events created a shared school experience and normalized parent presence on campus.
Use of Feedback to Drive Engagement Planning:
Gathering and applying student and parent input about event preferences and timing increased the relevance and responsiveness of offerings. This feedback loop helped families feel seen and valued, and improved turnout over the year.
Integration of SEL into Family Meetings:

Embedding SEL themes into monthly family events reinforced a whole-child, whole-family approach. This was especially beneficial for students who may not otherwise access direct SEL supports, and it gave families tools to continue those conversations at home.

Less Effective or Incomplete Actions:

Outreach to Targeted Subgroups:

While overall engagement improved, participation among unduplicated pupils' families and families of students with disabilities did not increase at the same rate. Outreach strategies were not always tailored to the unique needs of these groups, suggesting a need for language-specific resources, flexible scheduling, and expanded outreach staff or tools.

Clarity of Communication Around Events:

Early-year engagement efforts were hampered by unclear messaging about the purpose and content of family events. Although this improved with midyear changes to communication materials, continued refinement is needed to ensure all families understand the relevance and value of participation.

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.

Refine and Reframe Event Communication:

Reflections from surveys and engagement data revealed that families—particularly those new to the school or from underserved groups— were unsure about the purpose or relevance of engagement events. As a result, event materials and invitations will now include clear, jargon-free explanations of what families can expect, why it matters, and how it supports their child's learning or well-being.

Advance Planning and Visibility:

A quarterly engagement calendar will be introduced and distributed to families in advance, with translation provided where needed. This change addresses inconsistent attendance caused by last-minute scheduling and lack of notice.

Event Co-Design with Families:

To ensure family events remain relevant and well-attended, the school will implement "family design panels" to gather input on monthly themes, preferred formats, and logistical needs. These panels will prioritize the voices of unduplicated families and students with disabilities.

More Targeted Outreach to Unduplicated Families:

Participation data showed that unduplicated families remained underrepresented in some engagement efforts. In response, Lincoln Street will develop culturally and linguistically responsive outreach strategies and consider dedicated liaison roles or stipended parent leads to increase outreach impact.

Expanded SEL Content for Families:

Feedback showed strong appreciation for SEL discussions embedded in family meetings. In the coming year, SEL integration will be expanded with practical, take-home tools for families to use with children and optional parent support circles to address stress, trauma, and parenting challenges.

Adjustments to Metrics and Outcomes:

No changes are planned to the core metrics, but the target outcomes for attendance at student and parent clubs will be adjusted to reflect increased baseline participation. Specific subgroup targets (e.g., for low-income or EL family participation) will be added to better monitor equity impact.

Qualitative feedback gathered at events (e.g., post-event surveys, comment cards) will be added as a local monitoring tool to complement quantitative participation data and improve ongoing responsiveness.

CHANGES:
Percentage of students and families that respond with feedback to annual surveys will be at 50% or greater. (2.4) AND reworded 2.1 to read: Percentage of parents/guardians of unduplicated students and students with disabilities who attend school or district engagement events, as measured by sign-in sheets, meetings or digital attendance records

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Engagement Activities	Provide frequent and positive communication between school and home (face-to-face interaction, phone, email, web-site, etc.). Monitor parent/guardian satisfaction using a survey.	$2,505.00	Yes
2.2	Provide training/workshops for parents/guardians.	Topics to be addressed will align with family-identified areas of interest/need, as identified in parent surveys, student data and staff observation. Make use of local consultants (TCDE, community, experienced Lincoln Street parents) as presenters.	$500.00	Yes
2.3	Parent Committee Meetings	Purchase materials and supplies for parent committee meetings.	$800.00	Yes
2.4	Additional support to students and families will be provided by the Family Success Liaison.	Family Success Liaison will help families access community resources to aid with meeting their basic needs.		
2.5	SEL Curriculum and Professional Development	Purchase and train staff on Social Emotional Learning curriculum to help students develop skills for managing themselves and working effectively with others.	$1,000.00	

Action #	Title	Description	Total Funds	Contributing
2.6	Technology equipment	Purchase technology equipment to meet the needs of 21st Century learners (Chromebooks)	$1,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$289,869.00	$$33,683.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
32.782%	9.339%	$83,390.26	42.121%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** Student Academic Intervention **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often require additional academic support to address learning gaps and achieve grade-level proficiency. These students benefit	To address these needs, the district will provide comprehensive opportunities and resources for student academic intervention. This will include implementing targeted intervention programs that offer small group instruction and individualized support in core academic areas such as reading, writing, and mathematics. These programs will be designed to address the specific learning gaps	1.3, 1.4, 1.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	significantly from targeted academic interventions that provide opportunities and resources tailored to their specific needs. **Scope:** Schoolwide	identified through diagnostic assessments and ongoing progress monitoring. The district will also provide access to high-quality instructional materials and resources that are aligned with state standards and designed to support differentiated instruction. This includes adaptive learning software, intervention curricula, and supplemental materials that cater to diverse learning needs and styles. Qualified intervention specialists will be employed to deliver these targeted interventions, working closely with classroom teachers to ensure consistency and alignment with the general education curriculum. Regular professional development will be provided for intervention staff to equip them with effective strategies and techniques for supporting struggling learners. Additionally, extended learning opportunities will be offered to provide additional instructional time and support for students who need it. These programs will be accessible to all students, particularly those from disadvantaged backgrounds, and will be designed to reinforce and build upon the skills taught during the regular school day. The effectiveness of the academic intervention programs will be regularly evaluated through student performance data, feedback from educators and parents, and program assessments. This data-driven approach will allow for continuous improvement and adaptation of the	

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
		intervention strategies to meet the evolving needs of students. Research supports the effectiveness of targeted academic interventions in improving student outcomes. According to the Institute of Education Sciences (IES), well-implemented intervention programs that include small group instruction and individualized support significantly enhance student achievement, particularly for at-risk populations (IES, 2009). The American Institutes for Research (AIR) highlights that access to high-quality instructional materials and extended learning opportunities are critical components of successful intervention programs (AIR, 2013). By providing opportunities and resources for student academic intervention, the district aims to close learning gaps and enhance the academic success of foster youth, English learners, and students from low socioeconomic backgrounds, ensuring they receive the support necessary to achieve grade-level proficiency and beyond.	
1.4	**Action:** Staff Professional Development **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often face unique academic, social, and emotional challenges that require specialized support from well-trained educators. Quality professional development for Lincoln Street staff is essential to equip educators with the skills and knowledge needed to effectively	To address these needs, the district will provide comprehensive and high-quality professional development for Lincoln Street staff. This professional development will focus on equipping teachers and support staff with evidence-based instructional strategies, cultural competency, and social-emotional learning (SEL) techniques. Training will be tailored to address the specific needs of foster youth, English learners, and students from low socioeconomic backgrounds.	1.3, 1.4, 1.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	address these students' diverse needs and promote their academic success. **Scope:** Schoolwide	The professional development program will include workshops, seminars, and coaching sessions on various topics, such as differentiated instruction, trauma-informed practices, and effective classroom management. Additionally, staff will receive training on integrating technology into instruction to enhance learning and engagement. Professional Learning Communities (PLCs) will be established to facilitate ongoing collaboration and sharing of best practices among educators. These PLCs will provide a platform for staff to discuss challenges, share strategies, and continuously improve their instructional approaches. The district will also offer targeted training on supporting English learners, including techniques for language development and integrating English Language Development (ELD) standards into daily instruction. Teachers will learn how to create inclusive and supportive classroom environments that foster language acquisition and academic achievement for English learners. Ongoing support and coaching will be provided to ensure that staff can effectively implement the strategies learned during professional development. This support will include regular check-ins, classroom observations, and feedback sessions to help educators refine their practices and address any challenges they encounter. The effectiveness of the professional development program will be regularly evaluated through feedback from staff, student performance data, and classroom observations. This data will be used to make data-driven adjustments to the	

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
		training program, ensuring it meets the evolving needs of educators and students. Research supports the importance of high-quality professional development in improving teacher effectiveness and student outcomes. According to the Learning Policy Institute, effective professional development is ongoing, collaborative, and focused on specific teaching practices that enhance student learning (Darling-Hammond et al., 2017). The American Educational Research Association (AERA) emphasizes that professional development in culturally responsive teaching and social-emotional learning leads to improved educational equity and student success (AERA, 2014). By providing quality professional development for Lincoln Street staff, the district aims to enhance the instructional skills of educators and improve the academic success of foster youth, English learners, and students from low socioeconomic backgrounds, ensuring they receive the support necessary to thrive.	
1.6	**Action:** Additional Teachers to support Learning Loss **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often require more personalized attention and support to succeed academically. Maintaining adequate staffing levels, including additional part-time teachers, is essential to reduce class	To address these needs, the district will maintain an additional 1.0 Full-Time Equivalent (FTE) teacher based on enrollment needs and 30% of certificated staff. This strategy will help ensure that caseloads remain manageable, allowing teachers to provide more individualized attention and support to students. The additional teacher will assist in reducing student-to-teacher ratios, making it possible for educators to implement differentiated instruction and targeted interventions more effectively.	1.3, 1.4, 1.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	sizes and provide individualized instruction to meet the diverse needs of these students. **Scope:** Schoolwide	The teacher will be integrated into the school's instructional team, collaborating with the teaching staff to co-plan lessons, share best practices, and support students' academic progress. This collaborative approach will enhance the overall instructional capacity of the school, benefiting all students, especially those who require additional support. Regular assessment and monitoring of student progress will be conducted to identify areas where students need the most help. The additional teacher will play a crucial role in providing targeted instruction and interventions based on these assessments, ensuring that students receive the support they need to improve their academic performance. Professional development opportunities will be provided for the additional teacher to ensure they are equipped with the latest instructional strategies and techniques. This training will focus on areas such as differentiated instruction, cultural competency, and effective classroom management, enabling the teacher to address the unique needs of foster youth, English learners, and students from low socioeconomic backgrounds. The effectiveness of maintaining the additional 1.0 FTE teacher will be regularly evaluated through student performance data, feedback from staff, and classroom observations. This data-driven approach will ensure that the staffing adjustments	

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
		are meeting the intended goals of reducing class sizes and improving student outcomes. Research supports the importance of maintaining adequate staffing levels to enhance student learning outcomes. According to the National Center for Education Statistics (NCES), smaller class sizes are associated with better student performance and increased teacher-student interaction (NCES, 2018). The American Institutes for Research (AIR) emphasizes that personalized instruction and targeted support are critical for improving the academic success of at-risk students (AIR, 2013). By maintaining an additional 0.5 FTE teacher, the district aims to reduce class sizes and provide more personalized instruction, enhancing the academic success of foster youth, English learners, and students from low socioeconomic backgrounds, ensuring they receive the support necessary to thrive.	
1.7	**Action:** Attendance Monitoring **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often face significant barriers to regular school attendance, such as unstable housing, transportation issues, and family responsibilities. These barriers can lead to chronic absenteeism and truancy, negatively impacting academic performance and overall well-being. Effective attendance interventions	To address these needs, the district will establish a Memorandum of Understanding (MOU) with the Tehama County Department of Education (TCDE) for School Attendance Review Board (SARB) investigations and follow-up support services. This partnership will ensure a comprehensive and coordinated approach to addressing attendance issues and supporting students who are at risk of chronic absenteeism and truancy. Under the MOU, TCDE will provide SARB investigations to identify the root causes of absenteeism and develop tailored intervention	1.1, 1.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and support services are crucial to help these students stay engaged in their education. **Scope:** Schoolwide	plans for students and families. These plans will include strategies to address barriers to attendance, such as providing transportation assistance, connecting families with community resources, and offering counseling services. The SARB will work closely with school staff, including attendance officers, counselors, and administrators, to implement these intervention plans effectively. Follow-up support services will be a key component of the partnership, ensuring that students and families receive ongoing assistance to maintain regular attendance. This support will include regular check-ins, home visits, and progress monitoring to assess the effectiveness of the interventions and make necessary adjustments. The SARB will also provide legal guidance and support when needed to address more severe cases of truancy. Professional development will be provided for school staff to help them recognize early signs of attendance issues and implement proactive strategies to promote regular attendance. Training will include best practices for engaging families, building positive relationships with students, and creating a supportive school environment. The effectiveness of the SARB investigations and follow-up support services will be regularly evaluated through attendance data, feedback from students and families, and overall student performance. This data-driven approach will ensure that the interventions are effective and responsive to the needs of the students.	

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
		Research supports the importance of comprehensive attendance interventions and follow-up support in improving student outcomes. According to Attendance Works, effective attendance strategies involve collaboration between schools, families, and community organizations to address the underlying causes of absenteeism (Attendance Works, 2015). The U.S. Department of Education emphasizes that coordinated support services and legal interventions are critical for addressing chronic absenteeism and truancy (U.S. Department of Education, 2016). By establishing an MOU with TCDE for SARB investigations and follow-up support services, the district aims to reduce chronic absenteeism and truancy, ensuring that foster youth, English learners, and students from low socioeconomic backgrounds receive the support needed to stay engaged in their education and achieve academic success.	
1.8	**Action:** Skills based assessment and progress monitoring for math and ELA. **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often face significant learning gaps in mathematics and English Language Arts (ELA) due to various educational disruptions and lack of consistent academic support. Identifying these learning gaps through skills-based	To address these needs, the district will implement skills-based math and ELA assessments to identify any gaps in learning. These assessments will be designed to evaluate specific skills and competencies in mathematics and ELA, providing detailed insights into each student's strengths and areas for improvement. The data gathered from these assessments will be used to inform instruction and tailor interventions to meet the individual needs of students.	1.2, 1.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	assessments is crucial for providing targeted interventions and support to help these students achieve academic proficiency. **Scope:** Schoolwide	The skills-based assessments will be administered regularly to monitor student progress and adjust instructional strategies accordingly. Teachers will use the assessment data to develop personalized learning plans that target identified gaps, ensuring that students receive the support they need to catch up and succeed academically. This targeted approach will involve small group instruction, one-on-one tutoring, and the use of adaptive learning technologies that provide personalized practice and feedback. Professional development will be provided for teachers to help them effectively use the assessment data to inform their instruction and implement targeted interventions. Training will focus on data analysis, differentiated instruction, and evidence-based strategies for closing learning gaps in math and ELA. Teachers will also learn how to use adaptive learning technologies to provide personalized practice and support for students. The district will establish a system for tracking and reporting assessment data to ensure that progress is monitored consistently and interventions are adjusted as needed. This system will facilitate collaboration among teachers, administrators, and support staff to develop and implement effective instructional strategies that address the identified learning gaps. Research supports the effectiveness of skills-based assessments in improving student outcomes by providing detailed insights into student performance and informing targeted	

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
		interventions. According to the National Center for Education Statistics (NCES), regular formative assessments that focus on specific skills help teachers identify learning gaps and adjust instruction to meet student needs (NCES, 2017). The Institute of Education Sciences (IES) highlights that personalized learning plans and targeted interventions based on assessment data significantly enhance student achievement, particularly for at-risk populations (IES, 2009). By implementing skills-based math and ELA assessments to identify and address learning gaps, the district aims to enhance the academic success of foster youth, English learners, and students from low socioeconomic backgrounds, ensuring they receive the targeted support necessary to achieve proficiency in math and ELA.	
2.1	**Action:** Engagement Activities **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often benefit from strong connections between school and home. Effective communication and engagement are crucial for involving parents and guardians in their children's education, addressing their needs, and ensuring their overall development and success. **Scope:** Schoolwide	To address these needs, the district will provide frequent and positive communication between school and home using various methods, including face-to-face interaction, phone calls, emails, the school website, and other digital platforms. This multi-faceted communication approach ensures that all families, regardless of their preferred communication method, stay informed and engaged with the school community. Regular face-to-face interactions will be encouraged through parent-teacher conferences, school meetings, and clubs. These opportunities will allow parents and guardians to discuss their children's progress, address concerns, and build strong relationships with educators. Phone calls and emails will be used for timely updates and	2.1, 2.2, 2.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		direct communication, while the school website will serve as a central hub for important information, resources, and announcements. To gauge parent and guardian satisfaction and identify areas for improvement, the district will monitor feedback through regular surveys. These surveys will collect input on various aspects of school communication, engagement opportunities, and overall satisfaction with the school environment. The feedback will be used to make data-driven adjustments to communication strategies and engagement initiatives. In addition to communication, the district will host meaningful and relevant engagement opportunities that cater to the diverse needs of families. These opportunities will include field trips, clubs, and family nights that support the development of the whole child. Field trips will provide experiential learning opportunities, while clubs will offer students avenues to explore their interests and talents. Family nights will create a welcoming environment for parents and guardians to participate in activities that promote social, emotional, and academic development. The district will ensure that these engagement activities are inclusive and accessible to all families, particularly those of foster youth, English learners, and students from low socioeconomic backgrounds. Translators and bilingual materials will be provided to accommodate non-English-speaking families, and efforts will be made to address any logistical barriers that might prevent participation.	

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
		Research supports the importance of strong school-home communication and family engagement in improving student outcomes. According to the Harvard Family Research Project, effective family engagement practices lead to better student behavior, higher academic achievement, and increased attendance (Harvard Family Research Project, 2010). The National PTA emphasizes that consistent and positive communication between school and home fosters trust and collaboration, which are essential for student success (National PTA, 2012). By providing frequent and positive communication between school and home, monitoring parent/guardian satisfaction, and hosting meaningful engagement opportunities, the district aims to strengthen the partnership between families and the school, enhancing the development and success of foster youth, English learners, and students from low socioeconomic backgrounds.	
2.2	**Action:** Provide training/workshops for parents/guardians. **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often face unique challenges that can impact their educational experience. Engaging families in a meaningful way requires addressing their specific interests and needs, which can be identified through surveys, student data, and	To address these needs, the district will align engagement topics with family-identified areas of interest and need, as determined through parent surveys, student data, and staff observations. This approach ensures that the content of family engagement activities is relevant and valuable to the families being served. Surveys will be conducted regularly to gather input from parents and guardians on the topics they find most important and beneficial. This feedback will guide the planning and execution of engagement	2.1

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	staff observations. Providing targeted support and resources based on these identified needs is essential for fostering a supportive and collaborative school community. **Scope:** Schoolwide	activities, ensuring they are tailored to the specific needs and interests of the school community. In addition to utilizing survey data, the district will analyze student performance data and staff observations to identify areas where additional support and resources are needed. This comprehensive approach ensures that all aspects of student and family needs are considered in the planning process. To enhance the quality and relevance of engagement activities, the district will make use of local consultants, including experts from the Tehama County Department of Education (TCDE), community organizations, and experienced Lincoln Street parents, as presenters. These local consultants will bring valuable expertise and perspectives to the engagement activities, providing families with practical information and resources that are directly applicable to their needs. By involving experienced parents from the Lincoln Street community, the district can also foster peer-to-peer learning and support, creating a more connected and supportive school environment. Engagement activities will be designed to be interactive and inclusive, encouraging active participation from all attendees. Topics may include academic support strategies, mental health and wellness, college and career readiness, language development, and navigating the education system. The district will ensure that all materials and presentations are accessible to non-	

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
		English-speaking families by providing translation services and bilingual resources. The effectiveness of these engagement activities will be regularly evaluated through follow-up surveys and feedback from participants. This continuous improvement process will allow the district to make data-driven adjustments to better meet the evolving needs of families. Research supports the importance of family engagement and addressing family-identified needs in improving student outcomes. According to the Harvard Family Research Project, family engagement practices that are responsive to the interests and needs of families lead to higher levels of parental involvement, which in turn improves student achievement (Harvard Family Research Project, 2010). The National Education Association (NEA) emphasizes that utilizing community resources and local experts enhances the relevance and impact of family engagement activities (NEA, 2016). By aligning engagement topics with family-identified areas of interest and need, and by using local consultants as presenters, the district aims to create meaningful and relevant engagement opportunities that support the academic and personal success of foster youth, English learners, and students from low socioeconomic backgrounds.	
2.3	**Action:** Parent Committee Meetings	To address these needs, the district will allocate funds to purchase materials and supplies for parent committee meetings. These resources will	2.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Foster youth, English learners, and students from low socioeconomic backgrounds often benefit significantly from active parental involvement and engagement in school activities. Parent committee meetings, such as those for English Learner Advisory Committees (ELAC) and other parent groups, are crucial for providing a platform for parents to voice their concerns, share their experiences, and contribute to the decision-making process. Ensuring these meetings are well-supported with necessary materials and supplies is essential for fostering meaningful and effective parental engagement. **Scope:** Schoolwide	include items such as meeting agendas, informational handouts, translation services, audio-visual equipment, and refreshments. Providing these materials will ensure that meetings are well-organized, accessible, and welcoming to all parents, including those who may face language or other barriers. The district will ensure that all materials are culturally responsive and available in multiple languages to accommodate the diverse linguistic needs of the community. Translation services will be provided during meetings to ensure that non-English-speaking parents can fully participate and understand the discussions. Additionally, the use of audio-visual equipment will enhance presentations and make information more accessible and engaging for all attendees. Parent committee meetings will be designed to be inclusive and interactive, encouraging active participation and collaboration. By providing refreshments, the district can create a more welcoming and relaxed environment, which can help increase attendance and engagement. The materials and supplies purchased will support a variety of activities, such as workshops, presentations, and group discussions, ensuring that meetings are productive and beneficial for all participants. Regular feedback will be collected from parents to evaluate the effectiveness of the meetings and identify areas for improvement. This feedback will be used to make data-driven adjustments to meeting formats, topics, and resources, ensuring	

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
		that parent committee meetings continue to meet the needs and interests of the community. Research supports the importance of providing necessary materials and resources to facilitate effective parental engagement. According to the Harvard Family Research Project, well-organized and resourced parent meetings lead to higher levels of parental involvement, which in turn improves student outcomes (Harvard Family Research Project, 2010). The National PTA emphasizes that providing accessible and welcoming environments for parent meetings is essential for fostering strong school-family partnerships (National PTA, 2012). By purchasing materials and supplies for parent committee meetings, the district aims to enhance parental involvement and engagement, ensuring that foster youth, English learners, and students from low socioeconomic backgrounds receive the support and advocacy they need to succeed academically and personally.	
2.4	**Action:** Additional support to students and families will be provided by the Family Success Liaison. **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often face challenges in meeting their basic needs, such as housing, food, and healthcare. These challenges can significantly impact their ability to focus on and succeed in their education. Providing support to help families access	To address these needs, the district will employ a Family Success Liaison who will help families access community resources to aid in meeting their basic needs. The Family Success Liaison will serve as a bridge between the school and the community, connecting families with local services and support networks. This role will involve identifying the specific needs of families through direct communication and needs assessments, and then providing personalized assistance to help them access the necessary resources.	2.1, 2.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	community resources is crucial for addressing these needs and ensuring a stable and supportive environment for students. **Scope:**	The Family Success Liaison will maintain a comprehensive database of community resources, including housing assistance programs, food banks, healthcare services, mental health support, and financial aid. They will work closely with community organizations, government agencies, and non-profits to build partnerships and streamline referral processes, ensuring that families receive timely and appropriate support. In addition to connecting families with resources, the Family Success Liaison will provide ongoing support and follow-up to ensure that the assistance received is effective and that any additional needs are addressed. This support will include helping families navigate complex application processes, providing transportation assistance, and offering translation services for non-English-speaking families. Regular workshops and informational sessions will be organized by the Family Success Liaison to educate families about available resources and how to access them. These sessions will cover topics such as applying for housing assistance, accessing healthcare services, managing finances, and supporting children's education. By empowering families with knowledge and skills, the district aims to create a more stable and supportive home environment for students. The effectiveness of the Family Success Liaison will be regularly evaluated through feedback from families, tracking the utilization of community resources, and monitoring student outcomes. This data-driven approach will ensure that the support	

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
		provided is meeting the needs of families and contributing to the overall well-being and academic success of students. Research supports the importance of providing comprehensive support to families in meeting their basic needs. According to the Child Trends research organization, access to basic needs such as stable housing, adequate nutrition, and healthcare significantly improves student outcomes, including academic performance and attendance (Child Trends, 2018). The National Center for Education Statistics (NCES) emphasizes that family engagement and support services are critical for addressing the barriers that hinder student success (NCES, 2016). By employing a Family Success Liaison to help families access community resources, the district aims to enhance the stability and well-being of foster youth, English learners, and students from low socioeconomic backgrounds, ensuring they have the support necessary to thrive both academically and personally.	
2.5	**Action:** SEL Curriculum and Professional Development **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often face social and emotional challenges that can impact their academic performance and interpersonal relationships. Developing skills in self-management, emotional regulation, and	To address these needs, the district will purchase and train staff on a comprehensive Social Emotional Learning (SEL) curriculum designed to help students develop essential skills for managing themselves and working effectively with others. The SEL curriculum will include modules on self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These modules will be integrated into the regular school curriculum to ensure that SEL is a	2.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	effective collaboration with others is crucial for these students to succeed both academically and personally. **Scope:**	consistent and foundational part of students' educational experience. The district will provide professional development and training for teachers and support staff to ensure they are well-equipped to implement the SEL curriculum effectively. This training will cover the principles of SEL, instructional strategies for teaching SEL skills, and methods for creating a supportive and inclusive classroom environment. Staff will also learn how to use SEL assessment tools to monitor students' progress and adjust instruction as needed. In addition to formal training sessions, ongoing support and coaching will be provided to help staff integrate SEL into their daily interactions with students. This support will include classroom observations, feedback sessions, and access to SEL resources and materials. Staff will be encouraged to model SEL skills in their interactions with students and colleagues, creating a positive and emotionally supportive school culture. The district will also engage parents and guardians in the SEL initiative by providing them with information and resources on the importance of SEL and how they can support their children's social and emotional development at home. Workshops and informational sessions will be offered to help parents understand the SEL curriculum and strategies for reinforcing SEL skills outside of school.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		The effectiveness of the SEL curriculum will be regularly evaluated through student surveys, behavioral data, and academic performance metrics. This data-driven approach will ensure that the SEL program is meeting its goals and making a positive impact on students' social and emotional well-being. Research supports the effectiveness of SEL programs in improving student outcomes. According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), students who participate in SEL programs show significant improvements in social and emotional skills, attitudes, behavior, and academic performance (CASEL, 2013). The American Institutes for Research (AIR) emphasizes that SEL programs are particularly beneficial for at-risk students, helping them develop resilience and positive coping strategies (AIR, 2015). By purchasing and training staff on a comprehensive SEL curriculum, the district aims to enhance the social and emotional development of foster youth, English learners, and students from low socioeconomic backgrounds, ensuring they have the skills necessary to manage themselves and work effectively with others.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:** Student Academic Intervention **Need:** Improvement in intervention system and implementation. Improvement of Math outcomes to support students learning and growth **Scope:**	Action 1.3 provides in-person, grade-banded math instructional labs targeted specifically at students performing below grade level, with priority access for unduplicated students. These sessions offer guided practice using standards-aligned materials, support from credentialed teachers, and diagnostic-informed small-group instruction. Families are also provided with aligned home practice tools and digital math platforms.	Effectiveness will be measured through: Annual CAASPP math scores, with a target of increasing the "met/exceeded" rate from 12.5% to 30% Internal benchmark assessment growth for participating students Attendance logs and participation rates in math labs Progress monitoring data for unduplicated students receiving Tier 2 math support

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

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

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

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

Actions 3.2, 3.5: We anticipate that the work completion success, academic progress, and increased persistence/grit of our unduplicated students will increase greater than those of their peers as they develop the skills necessary to manage their learning and develop skills/intrinsic motivation to work towards meeting their individual goals.

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By purchasing Diagnostic Assessments, Interventions and additional online resources, provides the supervising teachers data and resources to best differentiate the instruction to the individual needs to each student. The new skills based math assessment will allow supervising teachers to pinpoint exact needs with grade level equivalencies.
Utilizing our Family Success Liaison, families are connected with food banks, employment agencies, housing, and support for daily living so they are able to focus on providing a quality education for their child.
By implementing a Social Emotional Learning Curriculum, staff are able to develop connections with the students while providing them with tools for dealing with a magnitude of situations.
Through our enrichment programs, students get equal access to opportunities and trades that they may be able to incorporate into their lives.

Additional Concentration Grant Funding

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

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

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

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$884,236.00	$289,869.00	32.782%	9.339%	42.121%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$842,003.50	$31,288.00	$0.00	$0.00	$873,291.50	$693,728.50	$179,563.00

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	Base Program	All	No			All Schools	Ongoing	$486,031.44	$79,319.00	$558,005.44	$7,345.00			$565,350.44	
1	1.2	Special Education Support	Students with Disabilities	No			All Schools	ongoing	$0.00	$44,919.00	$44,919.00				$44,919.00	
1	1.3	Student Academic Intervention	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$23,429.00	$6,886.00	$16,543.00			$23,429.00	
1	1.4	Staff Professional Development	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		Ongoing	$0.00	$15,397.00	$14,897.00	$500.00			$15,397.00	
1	1.5	Textbooks & Supplies	All	No			All Schools	Ongoing	$0.00	$5,900.00		$5,900.00			$5,900.00	
1	1.6	Additional Teachers to support Learning Loss	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$207,697.06	$0.00	$207,697.06				$207,697.06	
1	1.7	Attendance Monitoring	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,874.00	$1,874.00				$1,874.00	
1	1.8	Skills based assessment and progress monitoring for math and ELA.	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		Ongoing								
1	1.9	Broad Course of Study	All	No			All Schools		$0.00	$2,920.00	$2,920.00				$2,920.00	
1	1.10															1.5%
1	1.11							One-Time								

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	2.1	Engagement Activities	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$2,505.00	$2,505.00				$2,505.00	
2	2.2	Provide training/workshops for parents/guardians.	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$500.00	$500.00				$500.00	
2	2.3	Parent Committee Meetings	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		Ongoing	$0.00	$800.00	$800.00				$800.00	
2	2.4	Additional support to students and families will be provided by the Family Success Liaison.	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income										
2	2.5	SEL Curriculum and Professional Development	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income			$0.00	$1,000.00	$1,000.00				$1,000.00	
2	2.6	Technology equipment	All	No			All Schools		$0.00	$1,000.00		$1,000.00			$1,000.00	
3	3.1							Ongoing								
3	3.2							Ongoing								
3	3.4							Ongoing								

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$884,236.00	$289,869.00	32.782%	9.339%	42.121%	$235,159.06	1.500%	28.095 %	**Total:**	$235,159.06
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$235,159.06

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.3	Student Academic Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$6,886.00	
1	1.4	Staff Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income		$14,897.00	
1	1.6	Additional Teachers to support Learning Loss	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$207,697.06	
1	1.7	Attendance Monitoring	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,874.00	
1	1.8	Skills based assessment and progress monitoring for math and ELA.	Yes	Schoolwide	English Learners Foster Youth Low Income			
2	2.1	Engagement Activities	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$2,505.00	
2	2.2	Provide training/workshops for parents/guardians.	Yes	Schoolwide	English Learners Foster Youth	All Schools	$500.00	

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	2.3	Parent Committee Meetings	Yes	Schoolwide	English Learners Foster Youth Low Income		$800.00	
2	2.4	Additional support to students and families will be provided by the Family Success Liaison.			English Learners Foster Youth Low Income			
2	2.5	SEL Curriculum and Professional Development			English Learners Foster Youth Low Income		$1,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$917,560.00	$852,663.89

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Base Program	No	$470,568.47	$520,562.22
1	1.2	Special Education Support	No	$39,771	$44,919.00
1	1.3	Student Academic Intervention	Yes	$33,945	$20,895.07
1	1.4	Staff Professional Development	Yes	14,897.00	$15,237.89
1	1.5	Textbooks & Supplies	No	$17,000.00	$1,005.75
1	1.6	Additional Teachers to support Learning Loss	Yes	$254,715.99	$171,693.52
1	1.7	Attendance Monitoring	Yes	$1,874.00	$1,874.00
1	1.8	Skills based assessment and progress monitoring for math and ELA.	Yes	$1,050.00	$0
1	1.9	Broad Course of Study	No	$1,750.00	$535.00
2	2.1	Engagement Activities	Yes	$2,575.00	$2,231.74
2	2.2	Provide training/workshops for parents/guardians.	Yes	$5,500.00	$1,201.60

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Parent Committee Meetings	Yes	$800.00	$949.55
2	2.4	Additional support to students and families will be provided by the Family Success Liaison.		$68,915.54	$70,560.55
2	2.5	SEL Curriculum and Professional Development		$2,598.00	$998.00
2	2.6	Technology equipment	No	$1,600.00	$0

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$280,667.00	$238,701.00	$197,276.74	$41,424.26	1.500%	0.000%	-1.500%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Student Academic Intervention	Yes	$14,158.00	$7,649.74		
1	1.4	Staff Professional Development	Yes	$8,200.00	$7,531.68		
1	1.6	Additional Teachers to support Learning Loss	Yes	$207,119.00	$175,693.52		
1	1.7	Attendance Monitoring	Yes	$1,874.00	$1,874.00		
1	1.8	Skills based assessment and progress monitoring for math and ELA.	Yes	$1,050.00	0.00		
2	2.1	Engagement Activities	Yes		$2,408.65		
2	2.2	Provide training/workshops for parents/guardians.	Yes	$5,500.00	$1,201.60		
2	2.3	Parent Committee Meetings	Yes	$800.00	$917.55		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$892,946.00	$280,667.00		31.432%	$197,276.74	0.000%	22.093%	$83,390.26	9.339%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- LEAs may also provide information about their strategic plan, vision, etc.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
  - o 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).
        - o 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.
  - o If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see _Education Code_ Section 52062;

  - **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.

    o 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:

    o The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  - 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.

    o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

    o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

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

    o The baseline data must remain unchanged throughout the three-year LCAP.

        ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

        ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

    o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

    o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

- o 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.

    - o 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.

    - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

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

  o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

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

  o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

  o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- ▪ The reasons for the ineffectiveness, and

- ▪ How changes to the action will result in a new or strengthened approach.

Actions:

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

Action

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

  - o 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.

  - o 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.

  - o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

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.

  - o **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 32526(d).

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

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

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

  ▪   Identify the action as an LREBG action;

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

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

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

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

  - **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).

    o **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.

    o **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.

    o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

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

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  - o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  - o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

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

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

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

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

  - o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

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