

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Plaza Elementary

CDS Code: 11 62638 0000000

School Year: 2026-27

LEA contact information:

Patrick Conklin

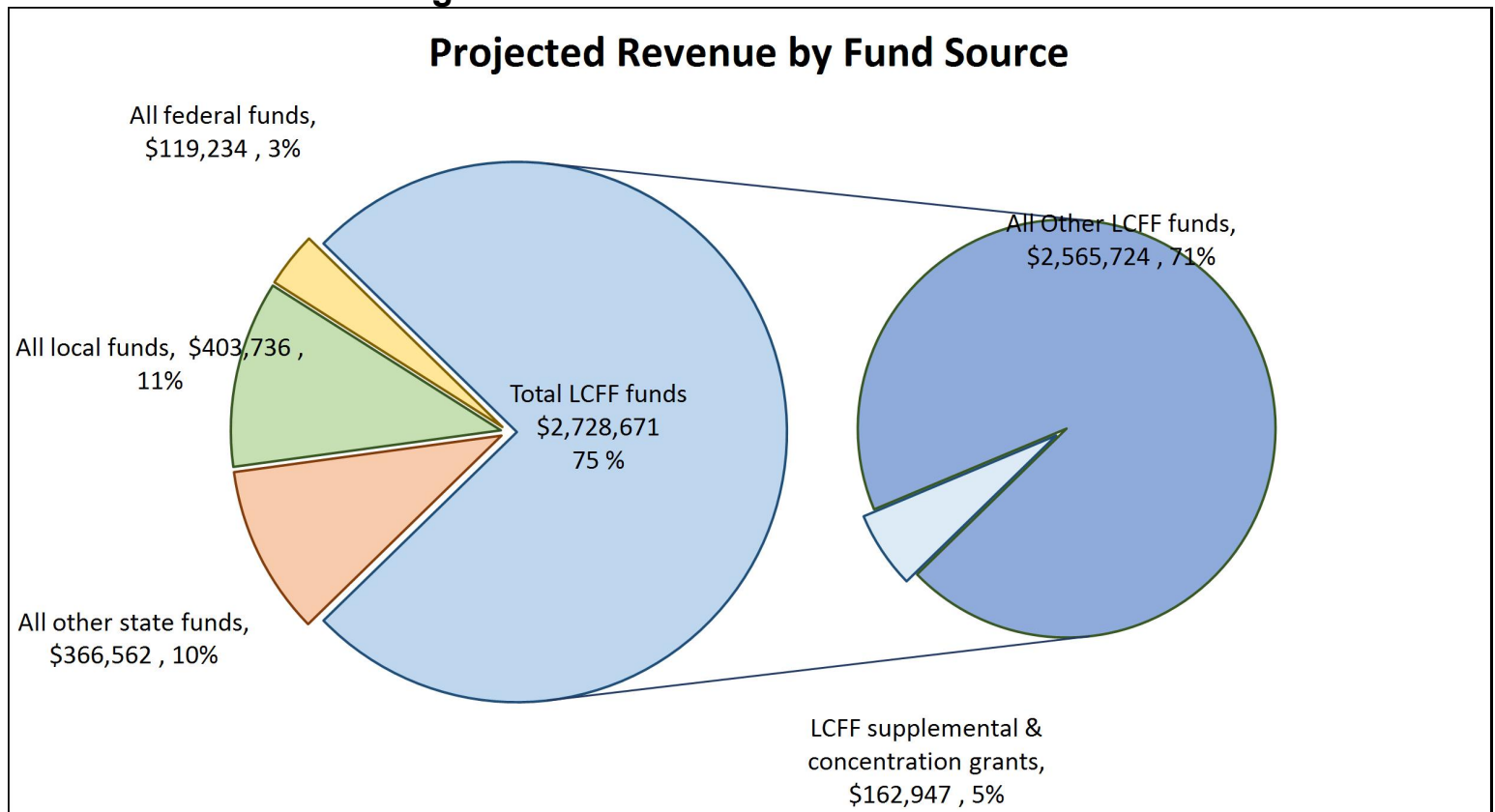
Superintendent/Principal

pconklin@plazaschool.org

530-865-1250

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

Budget Overview for the 2026-27 School Year

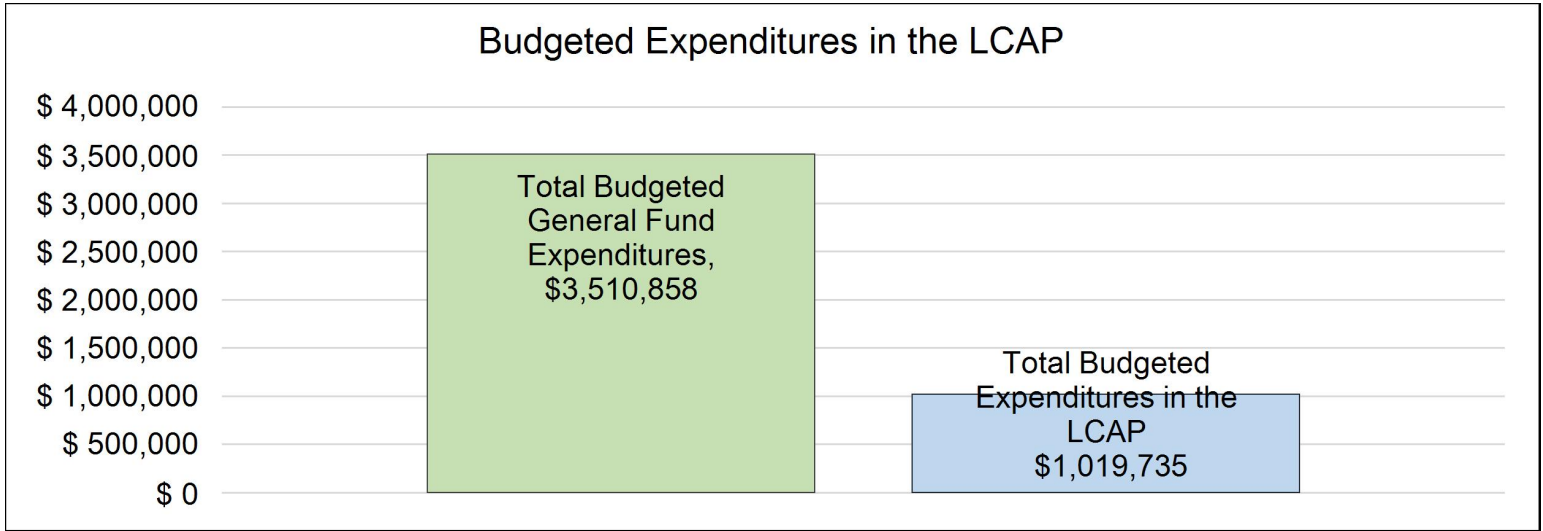


This chart shows the total general purpose revenue Plaza Elementary expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Plaza Elementary is \$3,618,203, of which \$2,728,671.00 is Local Control Funding Formula (LCFF), \$366,562.00 is other state funds, \$403,736.00 is local funds, and \$119,234.00 is federal funds. Of the \$2,728,671.00 in LCFF Funds, \$162,947.00 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.



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

The text description of the above chart is as follows: Plaza Elementary plans to spend \$3,510,858.00 for the 2026-27 school year. Of that amount, \$1,019,735.00 is tied to actions/services in the LCAP and \$2,491,123 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

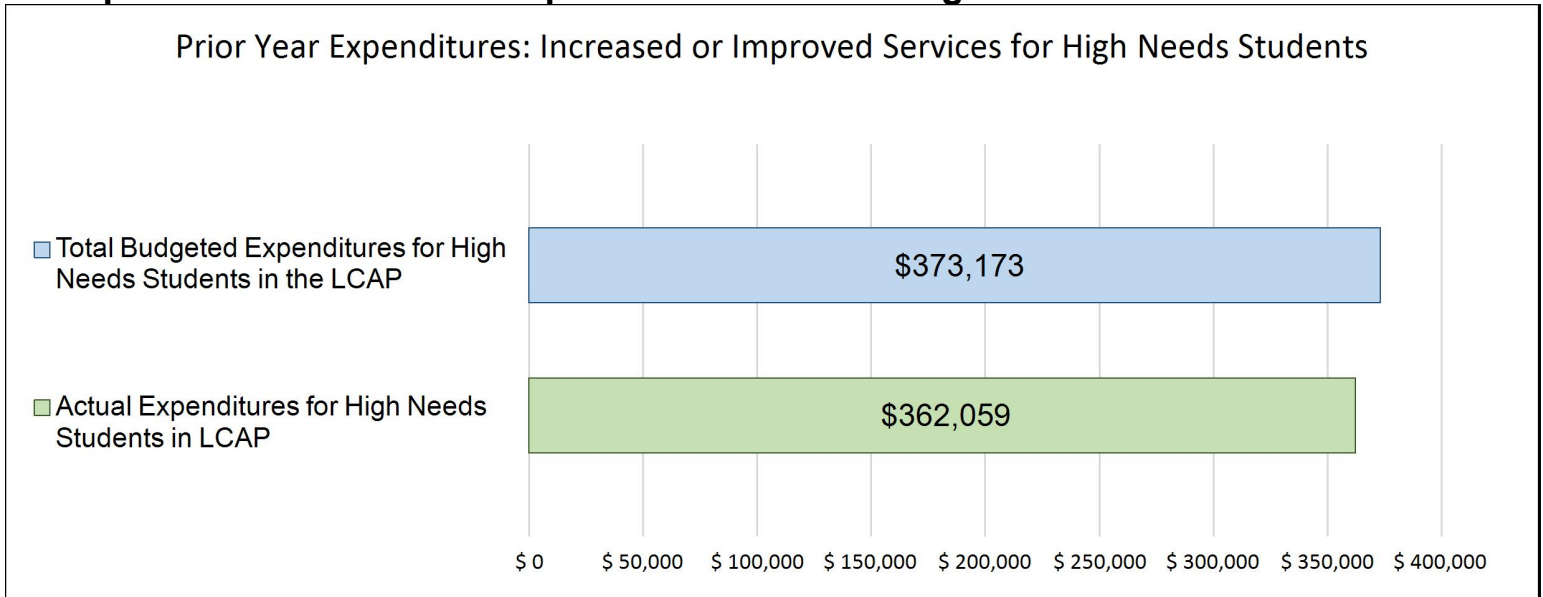
Instructional staff, administrative staff, and other indirect costs.

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

In 2026-27, Plaza Elementary is projecting it will receive \$162,947.00 based on the enrollment of Foster Youth, English learner, and low-income students. Plaza Elementary must describe how it intends to increase or improve services for high needs students in the LCAP. Plaza Elementary plans to spend \$380,727.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Plaza Elementary's LCAP budgeted \$373,173.00 for planned actions to increase or improve services for high needs students. Plaza Elementary actually spent \$362,059.08 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$11,113.919,999,999,984 had the following impact on Plaza Elementary's ability to increase or improve services for high needs students:

Plaza Elementary School District used restricted funds to ensure that there was no negative impact on the actions and services provided to high needs students in 2025-26.

Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|---|--|
| Plaza Elementary | Patrick Conklin Superintendent/Principal | pconklin@plazaschool.org 530-865-1250 |

Plan Summary [2026-27]

General Information

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

Plaza Elementary is a small single school district located in Glenn County several miles from Orland, California. It is the oldest school in Glenn County established in 1865. It was originally named Placer School. However, soon after it was established a large group of settlers from Missouri came to the area and began to pronounce the name of the school in their accent and it has been pronounced Plaza ever since! The district is in a rural area of the county surrounded by farms and orchards. Plaza serves approximately 222 students in grades transitional kindergarten through eighth grade, all of which are single grades as of the 2015-16 school year. In 2024-25, Plaza offered a transitional kindergarten class for the first time.

Plaza School District is staffed by ten full time, one .8FTE credentialed elementary teacher, and a full time superintendent/principal. Glenn County Office of Education (GCOE) provides direct support to the district in special education, speech, psychologist and health services. GCOE also maintains a severe services program in a separate facility on campus. In addition to the credentialed staff there are six full time (eight hour) paraprofessionals, an office manager, school clerk/librarian, cafeteria manager, cafeteria aide, one part time after school aide, one full time bus driver/custodian, and one full time custodian. Plaza has a part time art instructor and a part time music teacher.

Plaza students, parents and staff will strive for high quality student work within a safe, enriched environment, utilizing a wide variety of resources and strategies. To fulfill this vision, students and staff at Plaza Elementary will engage in and be committed to the learning process. Students will be afforded with the social, educational, and technical support necessary to enhance their academic experience. Students will have access to multiple resources to locate, evaluate, process, and then effectively communicate information. The Plaza staff is dedicated to the student's school life and will model for each and every one of them the way we work, teach and learn. In 2022-23, the Plaza

Promise initiative was developed. The promise states that, "The Plaza School community is committed to promoting a lifelong love of learning in a safe, supportive setting. Students will graduate as respectful, responsible, resilient citizens who demonstrate character, leadership, grace, and compassion.

Plaza Elementary is determined that the united efforts of students, parents, staff and community will develop students who:

Value themselves and others

Pursue high academic achievement

Come to school ready to learn

Speak and write effectively

Compute and problem solve both individually and in groups

Value personal health and fitness

Use information and technology resources

Plaza Elementary is dedicated to the ongoing utilization of all resources at our disposal in order to develop and successfully maintain the best possible learning environment for our children. Plaza Elementary is committed to the pursuit of strong, informed, insightful leadership in all areas as the foundation for a safe, effective school setting for students to acquire an understanding of their place in a real world context for learning; connections to a global learning environment and the ability to apply what they learn to benefit themselves and those living around them. Plaza Elementary is dedicated to the core principal that all students, given the appropriate guidance by teachers and parents will maximize their learning potential.

Reflections: Annual Performance

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

Plaza Elementary School students continue to score higher than most other schools in our area on annual standardized tests, and the Dashboard shows that when compared to the state student population as a whole, they far outrank the state across most measures. Our ELA scores for Hispanic students increased by 9.6 points, placing them 5.2 points above standard and Hispanic Math scores increased 19 points to .7 points above standard. Science scores for Hispanic students increased substantially, and these students are now 28 points above standards. We implement a rigorous curriculum facilitated by highly qualified teachers and support staff. In addition to our standards-based content curriculum, students who need extra support are served through our MTSS (Plaza Promise) components which include 3 levels of academic and social-emotional RTI: Tier 1 supports administered within the classroom as identified by the teacher; Tier 2 supports, identified by a team of professionals, include small group pull-out or classroom push-in academic and/or social support, and: Tier 3 supports to include 1-1 tutoring/mentoring and testing to identify possible learning disabilities as warranted. Though our students' state academic and attendance scores remained strong, we recognize that our socioeconomically disadvantaged students have more than twice the percentage rate (8.5) of absenteeism when compared to all students (3.3). Local parent, teacher, and student surveys indicated students' social-emotional supports as an area for focused improvement. Consequently, teachers and staff received training in utilizing Tier 1 SEL supports from our county SEL Coordinator, and have, among other strategies, implemented "calming corners" within the classrooms. The California Healthy Kids Survey administered to 5th-8th grade students shows a need to increase connectedness opportunities targeting this student population. Through meetings with all stakeholders, we will identify ways to give students more ways to interact and lead through intramural sports and campus clubs.

LREBG Plaza has no unspent LREBG funds. These funds were used to support Actions (1.3) which focus on targeted academic interventions, and integrated student supports determined by our needs assessment. These actions align with allowable uses under EC Section 32526(c)(2) and are designed to address identified learning loss and achievement gaps for unduplicated pupils.

Reflections: Technical Assistance

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

NA

Comprehensive Support and Improvement

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

Schools Identified

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

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

| Educational Partner(s) | Process for Engagement |
|------------------------|---|
| Teachers | <p>Plaza School District engaged 100% of our teachers throughout the development of the 2026–27 LCAP through staff meetings on the second Tuesday of each month that included LCAP-focused discussions and through a districtwide teacher survey. Teachers were provided opportunities to review district strengths, identify student needs, and offer recommendations regarding programs, services, and priorities for future planning.</p> <p>Survey results and meeting discussions indicated that teachers believe Plaza School District provides a strong academic program, a positive school climate, and a supportive environment for students and families. Teachers highlighted the district’s commitment to social-emotional learning, implementation of Character Strong, strong relationships among staff and students, and high expectations for student success. Teachers also noted that the district effectively balances academic rigor with a caring and supportive school culture.</p> <p>Teachers identified several areas for continued growth and improvement, including:</p> <p>Additional student enrichment opportunities such as STEM clubs, gardening clubs, and after-school activities. Continued support for curriculum implementation and teacher collaboration.</p> |

| Educational Partner(s) | Process for Engagement |
|------------------------|--|
| | <p>Increased support for students experiencing anxiety, emotional challenges, and difficulties with focus and self-regulation. Expanded homework assistance and academic intervention opportunities. Earlier instruction in keyboarding and technology skills. Additional student recognition programs and incentives that celebrate positive behavior, effort, and academic growth. Facility improvements including additional shade structures, improved storage and organization of equipment, additional card-access doors, and campus beautification projects.</p> |
| Principals | <p>Plaza School District engaged administrators in the development of the 2026–27 LCAP through ongoing leadership discussions, analysis of student achievement and engagement data, review of educational partner feedback, and planning meetings throughout the school year. As a single-school district, the Superintendent/Principal served as the lead administrator responsible for coordinating the LCAP development process, reviewing stakeholder input, identifying district priorities, and ensuring alignment between student needs, available resources, and proposed actions and services.</p> <p>While no formal administrator survey responses were submitted, feedback from parents and other educational partners consistently highlighted the district's leadership as a strength. Parents specifically praised district leadership for its hands-on, student-centered approach, strong communication with families, responsiveness to concerns, commitment to inclusive practices, and focus on positive outcomes for students.</p> |
| Administrators | <p>Plaza School District engaged administrators in the development of the 2026–27 LCAP through ongoing leadership discussions, analysis of student achievement and engagement data, review of educational partner feedback, and planning meetings throughout the school year. As a single-school district, the Superintendent/Principal served as the lead administrator responsible for coordinating the LCAP development process, reviewing stakeholder input, identifying district priorities, and ensuring alignment between student needs, available resources, and proposed actions and services.</p> |

| Educational Partner(s) | Process for Engagement |
|------------------------|---|
| | <p>While no formal administrator survey responses were submitted, feedback from parents and other educational partners consistently highlighted the district's leadership as a strength. Parents specifically praised district leadership for its hands-on, student-centered approach, strong communication with families, responsiveness to concerns, commitment to inclusive practices, and focus on positive outcomes for students.</p> <p>Administrative input, combined with feedback from other educational partners and analysis of local and state data, informed the development of the 2026–27 LCAP. This input supported the continuation of actions focused on maintaining a positive school climate, strengthening communication and family engagement, supporting academic achievement, expanding student supports, and ensuring that district resources are aligned to identified student needs.</p> |
| Other School Personnel | <p>Plaza School District engaged 100% of all classified staff in the development of the 2026–27 LCAP through classified staff meetings on the last Friday of each month that included LCAP-focused discussions and through a districtwide survey distributed to all classified employees. Staff were provided opportunities to share perspectives regarding district strengths, student needs, school climate, safety, communication, and priorities for future improvement.</p> <p>Classified staff consistently emphasized the importance of student accountability, strong relationships, a positive school culture, and campus safety. Staff reported that Plaza effectively advocates for students, responds to student needs, and maintains a safe, welcoming, and supportive learning environment. Staff also praised custodial and maintenance efforts, noting that district facilities are clean, attractive, and secure.</p> <p>Classified staff identified several areas for continued improvement, including:</p> <p>Additional student accountability measures and supports.</p> |

| Educational Partner(s) | Process for Engagement |
|------------------------------|--|
| | <p>Expanded mental health services and counseling supports for students.</p> <p>Improved communication among staff, students, and families.</p> <p>Additional extracurricular opportunities, clubs, and enrichment activities.</p> <p>Increased shade structures and comfortable outdoor gathering spaces for students.</p> <p>Continued efforts to recruit and retain high-quality employees through competitive compensation and benefits.</p> |
| Certificated Bargaining Unit | See above Process for Engagement for Teachers |
| Classified Bargaining Unit | Not applicable |
| Parents | <p>Plaza School District engaged parents in the development of the 2026–27 LCAP through multiple opportunities for input throughout the school year. All Board of Trustees meetings included an opportunity for public comment, and several board meetings included specific agenda items dedicated to LCAP review and discussion. In addition, parents were invited to participate in an LCAP community engagement presentation and were provided the opportunity to complete a districtwide parent survey regarding district strengths, student needs, and priorities for future planning.</p> <p>Parent feedback reflected overwhelmingly positive perceptions of Plaza School District. Parents consistently expressed appreciation for:</p> <p>Strong academic achievement and student growth.</p> <p>Dedicated, caring, and highly effective teachers and staff.</p> <p>A safe campus environment and recent security enhancements.</p> <p>Positive communication between the school and families.</p> <p>The benefits of a small-school environment and strong student relationships.</p> <p>Character development opportunities and implementation of the Plaza Promise.</p> <p>Parents also identified several areas for continued growth and improvement, including:</p> |

| Educational Partner(s) | Process for Engagement |
|------------------------|--|
| | <p>Increased communication regarding school events and opportunities for family involvement.</p> <p>Expanded extracurricular opportunities, including clubs, guest speakers, and enrichment activities.</p> <p>Greater emphasis on student resilience, growth mindset, goal-setting, and personal responsibility.</p> <p>Additional parent resources to support academic success and social-emotional learning at home.</p> <p>Increased school spirit, traditions, student leadership opportunities, and community-building activities.</p> <p>Additional shade structures, outdoor learning spaces, murals, and campus beautification projects.</p> <p>Consideration of field trip affordability and the financial impact of school activities on families.</p> |
| Students | <p>Plaza School District engaged students in the development of the 2026–27 LCAP through multiple opportunities for student voice and feedback. Students participated in the California Healthy Kids Survey (CHKS) and completed a district LCAP survey designed to gather input regarding school climate, academics, student supports, and priorities for improvement. In addition, the Principal met with student leadership students in grades 6–8 to discuss district strengths, student needs, and future LCAP goals and actions.</p> <p>Student feedback indicated that Plaza School is a safe, welcoming, and academically strong school. Many students reported high levels of satisfaction with their school experience and stated that they would make few significant changes. Students frequently praised their teachers, academic programs, athletics, campus safety, and the positive school culture.</p> <p>Students also identified several areas for continued growth and improvement, including:</p> <p>Additional academic support, tutoring opportunities, and individualized assistance.</p> <p>More life-skills instruction and future career exploration and preparation.</p> |

| Educational Partner(s) | Process for Engagement |
|------------------------|--|
| | <p>Additional assemblies, rallies, clubs, and opportunities for student involvement.</p> <p>Expanded counseling services, emotional supports, and safe spaces for students.</p> <p>Improvements to sports and playground equipment.</p> <p>Additional lunch options, healthier food choices, and enhancements to food service.</p> <p>Increased shade, landscaping, beautification projects, trash receptacles, and campus cleanliness efforts.</p> <p>Additional opportunities for student voice and participation in school decision-making.</p> |
| SELPA | <p>Monthly SELPA meetings and individual meetings with SELPA director and program specialist. Regular consultation with education specialist.</p> |

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

All school community members, including students, parents, and staff were given opportunities to provide verbal or written feedback.

The Plaza School Board did not have any comments during any of the regular board meetings or public hearing about the LCAP goals or actions, but many of the LCAP actions are in response to board discussions over the years.

Student input informed the development of the 2026–27 LCAP by reinforcing the need for continued academic intervention and support services, student wellness and mental health resources, expanded enrichment and leadership opportunities, improved student engagement strategies, and ongoing campus improvement efforts. Student feedback also highlighted the importance of maintaining a safe, positive school climate while providing meaningful opportunities for students to contribute to school decisions and planning processes. Students requested more outdoor activities and equipment on the survey. Survey results indicate upper grade students want more opportunities for school connectedness. Student discussions expressed a desire for more clubs, activities, and sports opportunities. This led to more ELO-P and after school activities, including expanded chess club, more sports like soccer and basketball, and sewing club.

Parent recommendations and SSC meetings mostly involved focusing on facilities and grounds to make the campus look more appealing. They also expressed a desire for strategies to challenge high achieving students, a universal prekindergarten classroom, and additional enrichment activities for the ELO and ASES programs. The CHKS indicated some parents would like more opportunities for input in decision making. Parent input informed the development of the 2026–27 LCAP by reinforcing the district's commitment to maintaining strong academic programs, supporting a safe and positive school climate, strengthening family engagement and communication, expanding student enrichment opportunities, promoting social-emotional development and leadership, and continuing facility improvement efforts. Feedback regarding family support resources and affordability also informed discussions related to parent engagement activities and equitable access to student programs and experiences.

The SELPA director reported that, "The school provides excellent services to students, I would not recommend any changes." She also stated, "Plaza School is very committed to meeting the needs of all students and providing Tier I, Tier II, and Tier III supports. The special education services are outstanding. Plaza School is welcoming to students with special needs."

Teachers and classified staff, including their bargaining unit, expressed interest in social emotional learning curriculum in order to provide more supports for students. Teacher feedback was used to inform the development of the 2026–27 LCAP. Specifically, input supported the continuation and expansion of actions related to social-emotional learning, student wellness supports, academic intervention services, staff collaboration and professional learning opportunities, technology integration, student engagement programs, and facility improvement projects designed to enhance the learning environment for all students. Feedback from classified staff informed the development of the 2026–27 LCAP by reinforcing the importance of maintaining safe and supportive learning environments, expanding student wellness supports, improving communication systems, increasing student engagement opportunities, and continuing facility improvement efforts. Staff input also contributed to discussions regarding employee recruitment and retention strategies that support the district's ability to provide high-quality services to students.

Administrative input, combined with feedback from other educational partners and analysis of local and state data, informed the development of the 2026–27 LCAP. This input supported the continuation of actions focused on maintaining a positive school climate, strengthening communication and family engagement, supporting academic achievement, expanding student supports, and ensuring that district resources are aligned to identified student needs.

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|---|--------------|
| 1 | All students in grades K-8 will increase academic achievement in ELA, English language proficiency, Mathematics, and Science as demonstrated through local and state assessments and course grades. | Broad Goal |

State Priorities addressed by this goal.

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|--|
| <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p> |
|--|

An explanation of why the LEA has developed this goal.

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|---|
| <p>State and local assessments and student course grades show that only 59% of 3rd-8th grades met or exceeded state standards in Mathematics and 65.3% met or exceeded state standards in ELA. Based on analysis of Dashboard data, Hispanic learners and low income students are slightly behind English only students in ELA and Mathematics. Students will increase academic performance in ELA, English language proficiency, Science, and Mathematics through actions that support and improve student learning. The District will measure progress using the metrics such as California Assessment of Student Performance and Progress, English Language Proficiency Assessments for California, Reclassification Fluent English Proficiency, and local measurements.</p> |
|---|

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|---|--|--|----------------------------------|
| 1.1 | Priority 2: Local Indicator/Implementation of State Standards/ELD | Dashboard Priority 2 Self Reflection Tool - 2 | Dashboard Priority 2 Self Reflection Tool - 2 | Dashboard Priority 2 Self Reflection Tool -2 | 5: Dashboard Priority 2 Self Reflection Tool - 3 | No difference |
| 1.2 | Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results | 60.67% Met or exceeded standard | 61.6% Met or Exceeded Math standard on SBA | 61.8% Met or Exceeded Math standard on SBA | 63% Met or exceeded standard | 1.27% increase |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|---|---|--|----------------------------------|
| 1.3 | Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results | 65% Met or exceeded standard | 65.6% Met or Exceeded ELA standard on SBA | 64.4% Met or Exceeded ELA standard on SBA | 68% Met or exceeded standard | 1.6% decrease |
| 1.4 | Priority 4: State Indicator/Academic Indicator/ELPI proficiency rates | 21.4% EL proficiency | 23.1% EL proficiency | 43.8% EL proficiency | 40% EL proficiency | 22.4% increase |
| 1.5 | Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils | 100% Unduplicated increasing proficiency | 100% Unduplicated increasing proficiency | 100% Unduplicated increasing proficiency | 100% Unduplicated increasing proficiency | No difference |
| 1.6 | Priority 8: Local Metric/Other student outcomes (SBAC Interims, Benchmark, STAR Reading, Trimester screeners and Report Cards, etc.) | 100% All students promoted | 100% All students promoted | 100% All students promoted | 100% All students promoted | No difference |
| 1.7 | Priority 4: State Indicator/Academic Indicator/Reclassification rates | 0% English Learners reclassified from previous year | 12% reclassified from last year. | 0% students were reclassified | 33% English Learners reclassified | 12% decrease |
| 1.8 | Priority 4: CAST | 31% Met or Exceeded standard | 23.68% Met or Exceeded standard on CAST | 54.77% Met or Exceeded standard on CAST | 40% Met or Exceeded standard | 23.77% increase |

Goal Analysis [2025-26]

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

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

In the 2024-25 school year, the implementation of Goal 1, which focused on improving both math and reading proficiency among low-income, Hispanic, English Learner (EL) and all other student populations, was largely successful. The 2025-26 Dashboard data indicates gains across all learner demographics in all areas except for Socioeconomically disadvantaged student math scores.

1.1,1.4, 1.7: (Implement ELD Stds/ELPI proficiency; reclassification rates) - Fully Implemented: The ELD professional development strategies learned through Project Arise on how to best implement ELD standards into daily lessons for all students were utilized across grade levels and content areas. The goal is to improve reading and ELA instruction, particularly as it relates to struggling students, including EL and low-income students.

1.2, 1.3: 3-8 (SBAC Results Math and ELA) - Fully Implemented: Highly qualified teachers, up-to-date curriculum, interventions on track.

1.5, 1.6: (All students achieve, including unduplicated pupils) - Fully Implemented: Plaza School's Response to Intervention program, which included hiring a .8FTE experienced certificated teacher, focused on learning loss experienced by all student groups. Additional resources were directed to the after school program. This led to an increase in students meeting or exceeding standards in ELA and Math. Additionally, professional development this year focused primarily on developing a school wide writing program that emphasized the essential writing standards. This work led to a significant increase in student writing each trimester. Plaza School hired an additional staff member to work with selected students during after school program to ensure English Learners and low income students had academic support all year, which enabled more students to master ELA and Math concepts.

1.8: CAST: Improve CAST scores overall - Initial Implementation phase utilizing new science curriculum.

Overall, the LEA observed improved math and reading proficiency outcomes across all subgroups, validating the strategic alignment of actions to student needs and partner feedback.

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

No material differences.

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

1.1, 1.4, 1.7(English Language Development) The additional paraprofessional support of EL students is proving effective in ongoing benchmark assessments. EL student proficiency rate increased substantially to 43.8%, exceeding our Year 3 goal of 40%.

1.2 (Expanded Learning Opportunities) With added staffing and highly trained support, our summer program initial implementation phase was successful, serving students in TK-8th grades with supplemental, remediation, and accelerated learning opportunities.

1.3 (Response to Intervention) Continued monitoring and fine-tuning of our Response to Intervention efforts show ongoing success among students in all populations, including EL, Hispanic, and low-income learners. The District has made good gains in utilizing multiple points of measurement in the process of identifying and serving students in need of additional academic support. Students identified as EL and/or Hispanic had significant increases in both ELA and Math as measured by the Dashboard, while the low-income student demographic

maintained ELA scores, but dropped in Math. According to data from Renaissance, Forefront, DIBELS, and classroom reporting, our interventions in both ELA and Math are successful.

1.5, 1.6 (All students progress across grades and curricular areas, including unduplicated pupils) Our continuing efforts in these areas have shown consistent growth among all students as indicated by state and local metrics.

1.8 (CAST) The effectiveness of our science curriculum adoption and professional development for teachers was better than imagined with 54.77% of students who met or exceeded the CAST science standards.

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

No changes planned for goals, metrics, targeted outcomes, or actions. We have reflected on our practice related to after school summer programming attendance and will be more intentional about inviting students that need intervention to attend based on student goals (targeted to SED, SWD, and EL students).

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 | English Language Development | Educate all stakeholders on English Language Development content and academic standards and how to best implement them into daily lessons for all students. An additional instructional aide will provide designated ELD support to English learners. | \$88,477.00 | Yes |
| 1.2 | Expanded Learning Opportunities | Monitor and ensure the after school program focuses on improving academic performance for English Learners and low income students through intervention, tutoring, and homework assistance. A rigorous summer program will be offered to identified students, including English learners and low income students who are not meeting academic proficiency in English Language Development and Mathematics. | \$257,887.00 | No Yes |
| 1.3 | Response to Intervention | The district will contract 1.0 FTE for an Education Specialist with COE, and employ a .8 FTE intervention teacher, a 1.0 FTE and .6 FTE instructional | \$70,999.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|------------|----------------------|---|--------------|--------------|
| | | <p>aide to work with students with specific learning disabilities and low income students who are not meeting academic standards. These positions will analyze student data in order to address standard specific gaps in learning. The district will monitor the effectiveness of a school wide intervention model to target students who are not achieving proficiency in English Language Arts, Mathematics, and English Language Development.</p> | | |
| 1.4 | Class Size Reduction | <p>For many years Plaza School had combination classes due to few students enrolled. To reduce combination classes from 30+ students to no more than 24 per class, additional teachers were hired and retained. With a long waitlist of students who want to attend, we are able to keep classes small with additional teachers.</p> | \$200,478.00 | Yes |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|---|--------------|
| 2 | Provide appropriately assigned and fully credentialed teachers with standards-aligned instructional materials in school facilities that are in good repair in order to fully implement academic content and performance standards in a broad course of study. | Broad Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

| |
|---|
| <p>In order to provide a quality education, students must be taught by fully credentialed teachers using standards-aligned instructional materials in school facilities that are clean and in good working order determined by local measurement and the annual Facility Inspection Tool. Plaza School student population has grown significantly the last seven years, which means additional staff, curriculum, resources and materials, and facilities have been acquired to accommodate the 35% increase in students.</p> |
|---|

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|---|---|---|----------------------------------|
| 2.1 | Priority 1: Local Indicator/Teacher credential | 100% of all instructional staff are highly qualified. | 92% of all instructional staff are highly qualified | 92% of all instructional staff are highly qualified | 100% of all instructional staff are highly qualified. | 8% less than baseline |
| 2.2 | Priority 1: Local Indicator/ Instructional materials | 100% of all students have access to standards-aligned instructional materials | 100% of all students have access to standards-aligned instructional materials | 100% of all students have access to standards-aligned instructional materials | 100% of all students have access to standards-aligned instructional materials | No difference |
| 2.3 | Priority 1: Local Indicator/ Facilities in good repair | Good Rating | Good rating | Good rating | Good Rating | No difference |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|----------------------------------|
| 2.4 | Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool | 100% defective technology replaced | 100% defective technology replaced | 100% defective technology replaced | 100% defective technology replaced | No difference |
| 2.5 | Priority 7: Local Metric/A broad course of study | 100% K-8 offered art and music | 100% K-8 offered art and music | 100% K-8 offered art and music | 100% K-8 offered art and music | No difference |

Goal Analysis [2025-26]

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

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

In the 2025-2026 school year, Goal 2 was in the full implementation stage

2.1 Our TK Intern Teacher is on track to become fully credentialed by next year. Teachers and support staff, as well as administration, were engaged in professional development.

2.2 All students have access to standards-aligned instructional materials. The district will adopt to math curriculum for next year after completing a curriculum review process this school year.

2.3 With the exception of solar installation, all of our facility projects are complete.

2.4 All defective technology was replaced as needed.

2.5 We continue to expand our course study options through our after school program activities and clubs, and our art and music courses are flourishing with an added band and music teacher.

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.

There was no substantive difference in planned actions and actual implementation of these actions.

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

2.1 (Professional Development) 100% of the certificated and 80% paraprofessional staff members participated in professional development in order to provide a rigorous learning environment. This includes monthly minimum days, additional after school professional learning communities, and three full days of teacher only professional development days. This year paraprofessionals met once a month for

professional development that focused on Response to Intervention and Social Emotional Learning strategies. Teachers also began considering and onboarding math curriculum which shows effectiveness in data. Planned actions were fully implemented and were effective.

2.2 TK-8 teachers, the intervention teacher, and site administrator participated in Science professional learning throughout the year. The resulting gains in the CAST scores shows significant success in Science.

2.3: Facility and maintenance has been effective and is on track timing wise.

2.4: Replacement of technology has been effective, as every student and teacher has the needed access.

2.5: Chorus and band was offered to 100% of all 4th-8th grades, showing effectiveness so far as the teacher began in February. Classroom art for 100% of our K-7th grades was offered and student works are displayed throughout our campus. The district hired a .25 FTE band/music teacher in February.

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

No goals, metrics, or target outcomes are changed other than the minimum days Wednesday's once a month are no longer PD focused and are teacher prep time.

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 | Professional Development | Offer professional development for all staff members in order to provide a rigorous learning environment in well maintained facilities. There will be two teacher only professional development days (one before school and one in September). | \$12,077.00 | No |
| 2.3 | Curriculum | Purchase standards based instructional materials including state adopted science, math, and history curriculum for every student. Supplemental materials, including but not limited to Reflex Math, Mystery Science, Mystery Writing, will be utilized to support English Learners, low income, and low performing students. This needed supplemental curriculum is less language dependent, which supports ELs and low income students. | \$86,771.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|------------|----------------------------|--|--------------|--------------|
| | | | | |
| 2.4 | Technology | Ensure there is enough working technology for all students and staff in order to incorporate internet based academic programs. Also, replace outdated or inefficient laptops, projectors, and document cameras | \$15,100.00 | No |
| 2.5 | Maintenance and Facilities | Create a maintenance plan to monitor and improve conditions of learning to ensure school facilities are clean, safe, and functional as determined by Facility Inspection Tool or other local measurements, including Williams Complaints. Also, employ two full time custodians. | \$197,446.00 | No |
| 2.6 | Broad Course of Study | Offer classroom music for K-6th grades, band and chorus for 4th-8th grades, and classroom art for K-7th grades. Also, ensure standards based physical education is taught in all grades. | \$53,196.00 | No |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| 3 | All students and staff will develop a range of skills to interact effectively with each other, parents, and peers in order to create a welcoming school environment that leads to increased levels of positive school connectedness, meaningful participation, improved school attendance rates, and maintain low suspension and expulsion rates as evidenced through state and local surveys of each stakeholder group. | Broad Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Historically Plaza has had a high rate of parent involvement in classroom support and campus wide volunteerism. However, very few, and sometimes no, parents or community members participate in important stakeholder engagement opportunities, such as School Site Council or LCAP community meetings. Since this is especially true for Spanish speakers, information sent home is translated. Although annual survey results oftentimes show nearly all community members feel safe and welcomed at Plaza, the return rate has decreased the last two years. While attendance, suspensions, and expulsion rates remain low, a continued climate that fosters a positive academic and social emotional experience for students will lead to increased learning for all students that will lead to 100% promotion for all students.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|------------------------|------------------------|------------------------|---------------------------|----------------------------------|
| 3.1 | Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool | Beginning Development | Initial Implementation | Initial Implementation | Full implementation | One level increase |
| 3.2 | Priority 5: Local Metric/Student Engagement/School attendance rates | 95.43% attendance rate | 96.67% | 96.83% | 96.5% attendance rate | 1.4% increase |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|--|--|--|----------------------------------|
| 3.3 | Priority 5: Local Metric/Middle school dropout rate | 0% dropout rate | 0% dropout rate | 0% dropout rate | 0% dropout rate | No difference |
| 3.4 | Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates | 5.9% Chronic Absenteeism | 3.2% | 1.35% | 5% Chronic Absenteeism | 4.55% decrease |
| 3.5 | Priority 6: Local Indicator/Local tool for school climate | 62% 7th-8th students reported opportunities for student voice and leadership (CalHope) | 66% 7th-8th students reported opportunities for student voice and leadership (CalHope) | 72% 6th-8th students reported opportunities for student voice and leadership | 75% 7th-8th students reported opportunities for student voice and leadership (CalHope) | 10% increase |
| 3.6 | Priority 6: State Indicator/Student Suspension Indicator | 0% suspension rate | 0% suspension rate | 0% suspension rate | 0% suspension rate | No difference |
| 3.7 | Priority 6: Local Metric/Expulsion rate | 0% expulsion rate | 0% expulsion rate | .45% suspension rate | 0% expulsion rate | .45% increase |
| 3.8 | Priority 6: student school connectedness | 65% 7th-8th students reported safety and connections (CalHope) | 72% 7th-8th students reported safety and connections (CalHope) | 81% students reported safety and connections | 75% 7th-8th students reported safety and connections (CalHope) | 16% increase |

Goal Analysis [2025-26]

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

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

3.1: (Clinician) - fully implemented - regular schedules, student knowledge of strategies to self-regulate and solve peer conflicts appropriately.

3.2-3.4: (Attendance, dropout, chronic absenteeism rates) - fully implemented - rates all remain far below state norms and teacher-led committee met 6 times with the goal of identifying and reducing absences and tardiness of all kinds.

3.5,3.8: (7th & 8th grade leadership and connectedness) - initial implementation - the numbers of 7th and 8th grade students involved in leadership/activities has increased, but this is an on-going effort, as student interests change over time.

3.6-3.7: (Suspension and expulsion rate) - fully implemented - SEL curriculum in use as well as a Wellness Coach 2 days each week.

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.

There were no material differences between budgeted 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.

Action 3.1 A school clinician offered social emotional support for students who benefited from school based counseling by developing strategies and skills needed to remain resilient. The clinician also provided social emotional curriculum to classrooms, as well as a small group social skills group and individual counseling. The clinician educated staff in social emotional learning strategies. The school clinician created more opportunities for relationships and student/family supports by improving Tier II SEL supports. Support staff reports fewer needs to intervene for student discipline in the cafeteria and at recess times.

Action 3.2-3.4 Rates effectively remain far below state norms.

Action 3.3 Parent engagement increased by creating opportunities to connect with parents as partners in their children's education, including participating in school decision making processes. Information will be translated into Spanish to help increase involvement and participation. Teachers lent support to the Parent Club during fundraising and planned activities for all students, strengthening relationships with parents.

Action 3.4 Continue to survey parents, students, and staff to determine the overall school climate to ensure it is a safe and welcoming environment that fosters a positive school experience for all stakeholders. Information will be translated into Spanish to help increase involvement and participation. ***Use most recent survey results here***

Action 3.5, 3.8 Chronic and habitual absences declined significantly and overall attendance increased throughout this year. We believe that our positive engagement efforts following the adoption, training, and implementation of new SEL curriculum have contributed greatly to the successful results we see in our students' attitudes toward school.

Action 3.6 Student opportunities for in school and afterschool sports and activities, as well the equipment to support them, has been implemented with positive results.

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.

There are no substantive changes to the goals or metrics but we are considering a different approach to reducing chronic absenteeism as a school.

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

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-----------------------------------|--|-------------|--------------|
| 3.1 | School Clinician | Provide access to a School Clinician to offer social emotional support for students who require school based counseling in order to develop strategies and skills needed to remain resilient. | \$18,246.00 | No |
| 3.2 | Community Partnerships/Engagement | Collaborate and work with local agencies and organizations to provide social emotional curriculum to classrooms, educate staff in social emotional learning strategies, and create more opportunities for relationships and student/family supports. This includes the support of a wellness coach provided by a CYBHI county grant. | \$2,000.00 | No |
| 3.3 | Parent Engagement | Create opportunities to connect with parents as partners in their children's education, including participating in school decision making processes. Information will be translated into Spanish to help increase involvement and participation. | \$500.00 | No |
| 3.4 | Surveys | Continue to survey parents, students, and staff to determine the overall school climate to ensure it is a safe and welcoming environment that fosters a positive school experience for all stakeholders. Information will be translated into Spanish to help increase involvement and participation. | \$500.00 | No |
| 3.5 | Absenteeism | Educate parents and students on the effects absenteeism has on student achievement, and create ways to motivate students to reduce absenteeism. | \$500.00 | No |
| 3.6 | Extracurricular Activities | Sports, clubs, and student leadership opportunities. | \$15,558.00 | No |

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

| | |
|---|--|
| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
| \$\$162,947.00 | \$0.00 |

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 |
|---|-----------------------------|-------------------------|---|
| 6.428% | 0.000% | \$0.00 | 6.428% |

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 |
|-------------------|---|--|------------------------------------|
| 1.2 | <p>Action: Expanded Learning Opportunities</p> <p>Need: Opportunities for unduplicated students to reinforce academic concepts and growth</p> <p>Scope: Schoolwide</p> | 30 non-instructional days including academic instruction will help support and reinforce student learning. | Local Assessments |

| 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 | <p>Action: Response to Intervention</p> <p>Need: Small group and individual targeted instruction</p> <p>Scope: Schoolwide</p> | Unduplicated students not meeting standards or proficiency receive targeted evidence based Tier II and Tier III instruction. | Number sense screeners, DIBELS, AR, classwork |
| 1.4 | <p>Action: Class Size Reduction</p> <p>Need: Less than 24 students per class</p> <p>Scope: LEA-wide</p> | Unduplicated students, as well as all learners, benefit from more focused and targeted instruction when classes are less than 24 students per class. | ELPAC or ELA/Math CAASPP |
| 2.3 | <p>Action: Curriculum</p> <p>Need: Adopt new math curriculum for new framework. Professional development to create lesson plans for new science curriculum.</p> <p>Scope: LEA-wide</p> | Purchase standards based instructional materials reflecting new state adopted math framework. Provide professional development opportunities to increase NGSS proficiency. | Math CAASPP/CAST |

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 |
|-------------------|---|--|------------------------------------|
| 1.1 | <p>Action: English Language Development</p> <p>Need: Increase English Language proficiency for English Learners</p> <p>Scope: Limited to Unduplicated Student Group(s)</p> | Promoting ELD standards through professional development, curriculum development, and lesson planning will help increase academic performance. | ELPAC |

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.

Once again Plaza is below 55% unduplicated, therefore funds will continue to be used to improve and increase services for learners by 9.85%. Learning center staff, including an Education Specialist, intervention teacher, and instructional aides, will target identified students with small group and individual instruction. Additionally, students identified receive push in and pull out instruction with our Learning Center staff. Curriculum and supplemental materials will be purchased for all students, which include unduplicated students. Reflex math programs will be used again in supplement math instruction. Mystery Science will be purchased to supplement Science until curriculum is adopted. We will continue the K-5th grade intervention program that was implemented to target specific learners, specifically low income and English learners. The intervention teacher and an instructional aide provide small group and individual support to K-1 unduplicated students to provide reading fluency support.

The Plaza School after school program focuses primarily on intervention for low income and English Learners, but is also available to any low performing student. This program targets English Language and Math skills for members of these subgroups who have not met CCSS proficiency. Additionally, a 5.5 hour aide and .8 intervention teacher will work with our full time Education Specialist to improve learning for our low income and English Learners. These staff members target low income pupils and English Learners through push in and pull out methods. Professional Development will focus on using local and state data to target specific standards and concepts that specific low income and English learners lack proficiency in. The purpose is to target specific essential standards that English Learners and low income learners are not meeting and then incorporate those standards into small group and/or individual instruction.

Plaza School's extended learning and summer school program will be offered to targeted students. The primary focus of the program will be to get students ready for the next school year by focusing on reading, writing, and mathematics. The goal is for students to be ready to learn on the first day of the regular school year since they will have attended the summer program for anywhere from one to six weeks before school starts. An additional staff member for our after school program will be retained to support homework hour and tutoring, and two certificated teachers will tutor students. Classroom music and art classes are offered weekly to students in order to offer an enriched school experience. Supplemental dollars were used for classified instructional aides outside of Title money, as well as salaries for translating materials into Spanish.

Additional Concentration Grant Funding

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

N/A

| 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 | 1:13.8 | |
| Staff-to-student ratio of certificated staff providing direct services to students | 1:17.6 | |

2026-27 Total Planned Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|-----------|--|--|---|--|---|
| Totals | \$2,535,104.00 | \$162,947.00 | 6.428% | 0.000% | 6.428% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|--------------|-------------------|-------------|---------------|----------------|-----------------|---------------------|
| Totals | \$612,331.00 | \$381,602.00 | \$0.00 | \$25,802.00 | \$1,019,735.00 | \$794,499.00 | \$225,236.00 |

| 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 | English Language Development | | Yes | Limited to Unduplicated Student Group(s) | | All Schools | Ongoing | \$88,260.00 | \$217.00 | \$85,607.00 | \$0.00 | \$0.00 | \$2,870.00 | \$88,477.00 | |
| 1 | 1.2 | Expanded Learning Opportunities | All | No Yes | Schoolwide | | All Schools | Ongoing | \$248,672.00 | \$9,215.00 | \$0.00 | \$257,887.00 | \$0.00 | \$0.00 | \$257,887.00 | |
| 1 | 1.3 | Response to Intervention | English Learners Foster Youth Low Income | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools | Ongoing | \$70,499.00 | \$500.00 | \$70,999.00 | \$0.00 | \$0.00 | \$0.00 | \$70,999.00 | |
| 1 | 1.4 | Class Size Reduction | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | \$200,478.00 | \$0.00 | \$200,478.00 | \$0.00 | \$0.00 | \$0.00 | \$200,478.00 | |
| 2 | 2.1 | Professional Development | All | No | | | All Schools | Ongoing | \$1,839.00 | \$10,238.00 | \$1,000.00 | \$1,839.00 | \$0.00 | \$9,238.00 | \$12,077.00 | |
| 2 | 2.3 | Curriculum | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | \$0.00 | \$86,771.00 | \$23,643.00 | \$49,434.00 | \$0.00 | \$13,694.00 | \$86,771.00 | |
| 2 | 2.4 | Technology | All | No | | | All Schools | Ongoing | \$0.00 | \$15,100.00 | \$15,100.00 | \$0.00 | \$0.00 | \$0.00 | \$15,100.00 | |
| 2 | 2.5 | Maintenance and Facilities | All | No | | | All Schools | Completed, now two full-time custodians | \$158,596.00 | \$38,850.00 | \$197,446.00 | \$0.00 | \$0.00 | \$0.00 | \$197,446.00 | |
| 2 | 2.6 | Broad Course of Study | All | No | | | All Schools | Ongoing | \$13,597.00 | \$39,599.00 | \$0.00 | \$53,196.00 | \$0.00 | \$0.00 | \$53,196.00 | |
| 3 | 3.1 | School Clinician | All | No | | | All Schools Specific Schools: | Ongoing | \$0.00 | \$18,246.00 | \$0.00 | \$18,246.00 | \$0.00 | \$0.00 | \$18,246.00 | |

| 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 |
|--------|----------|-----------------------------------|------------------|---|-------|-------------------------------|-----------------------------|-----------|-----------------|---------------------|-------------|-------------------|-------------|---------------|-------------|---|
| | | | | | | | Plaza Elementary School K-8 | | | | | | | | | |
| 3 | 3.2 | Community Partnerships/Engagement | All | No | | | All Schools | Ongoing | \$0.00 | \$2,000.00 | \$1,000.00 | \$1,000.00 | \$0.00 | \$0.00 | \$2,000.00 | |
| 3 | 3.3 | Parent Engagement | All | No | | | All Schools | Ongoing | \$0.00 | \$500.00 | \$500.00 | \$0.00 | \$0.00 | \$0.00 | \$500.00 | |
| 3 | 3.4 | Surveys | All | No | | | All Schools | Ongoing | \$0.00 | \$500.00 | \$500.00 | \$0.00 | \$0.00 | \$0.00 | \$500.00 | |
| 3 | 3.5 | Absenteeism | All | No | | | All Schools | Ongoing | \$0.00 | \$500.00 | \$500.00 | \$0.00 | \$0.00 | \$0.00 | \$500.00 | |
| 3 | 3.6 | Extracurricular Activities | All | No | | | All Schools | Ongoing | \$12,558.00 | \$3,000.00 | \$15,558.00 | \$0.00 | \$0.00 | \$0.00 | \$15,558.00 | |

2026-27 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| \$2,535,104.00 | \$162,947.00 | 6.428% | 0.000% | 6.428% | \$380,727.00 | 0.000% | 15.018 % | Total: | \$380,727.00 |
| | | | | | | | | LEA-wide Total: | \$224,121.00 |
| | | | | | | | | Limited Total: | \$85,607.00 |
| | | | | | | | | Schoolwide Total: | \$70,999.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|---------------------------------|---|--|--|-------------|--|---|
| 1 | 1.1 | English Language Development | Yes | Limited to Unduplicated Student Group(s) | | All Schools | \$85,607.00 | |
| 1 | 1.2 | Expanded Learning Opportunities | Yes | Schoolwide | | All Schools | \$0.00 | |
| 1 | 1.3 | Response to Intervention | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools | \$70,999.00 | |
| 1 | 1.4 | Class Size Reduction | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$200,478.00 | |
| 2 | 2.3 | Curriculum | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$23,643.00 | |

2025-26 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|--------|--|--|
| Totals | \$982,326.00 | \$877,693.26 |

| 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 | English Language Development | Yes | \$83,496.00 | \$85,120.57 |
| 1 | 1.2 | Expanded Learning Opportunities | Yes | \$236,110.00 | \$236,297.62 |
| 1 | 1.3 | Response to Intervention | Yes | \$71,336.00 | \$71,735.98 |
| 1 | 1.4 | Class Size Reduction | Yes | \$180,910.00 | \$188,171.32 |
| 2 | 2.1 | Professional Development | No | \$20,112.00 | \$14,042.86 |
| 2 | 2.3 | Curriculum | Yes | \$73,057.00 | \$27,876.05 |
| 2 | 2.4 | Technology | No | \$15,000.00 | \$5,089.22 |
| 2 | 2.5 | Maintenance and Facilities | No | \$215,245.00 | \$169,996.45 |
| 2 | 2.6 | Broad Course of Study | No | \$50,951.00 | \$35,332.90 |
| 3 | 3.1 | School Clinician | No | \$19,317.00 | \$0.00 |
| 3 | 3.2 | Community Partnerships/Engagement | No | \$2,500.00 | \$781.59 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|----------------------------|--|--|---|
| | | | | | |
| 3 | 3.3 | Parent Engagement | No | \$500.00 | \$26,174.72 |
| 3 | 3.4 | Surveys | No | \$500.00 | \$0.00 |
| 3 | 3.5 | Absenteeism | No | \$500.00 | \$0.00 |
| 3 | 3.6 | Extracurricular Activities | No | \$12,792.00 | \$17,073.98 |

2025-26 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|--|---|---|--|--|--|--|
| \$172,095.00 | \$373,173.00 | \$362,059.08 | \$11,113.92 | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|---------------------------------|---|--|---|---|---|
| 1 | 1.1 | English Language Development | Yes | \$81,282.00 | \$81,357.53 | | |
| 1 | 1.2 | Expanded Learning Opportunities | Yes | \$0.00 | \$0.00 | | |
| 1 | 1.3 | Response to Intervention | Yes | \$71,336.00 | \$71,735.98 | | |
| 1 | 1.4 | Class Size Reduction | Yes | \$180,910.00 | \$188,171.32 | | |
| 2 | 2.3 | Curriculum | Yes | \$39,645.00 | \$20,794.25 | | |

2025-26 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
| \$2,437,097.00 | \$172,095.00 | 0.000% | 7.061% | \$362,059.08 | 0.000% | 14.856% | \$0.00 | 0.000% |

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

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

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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

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