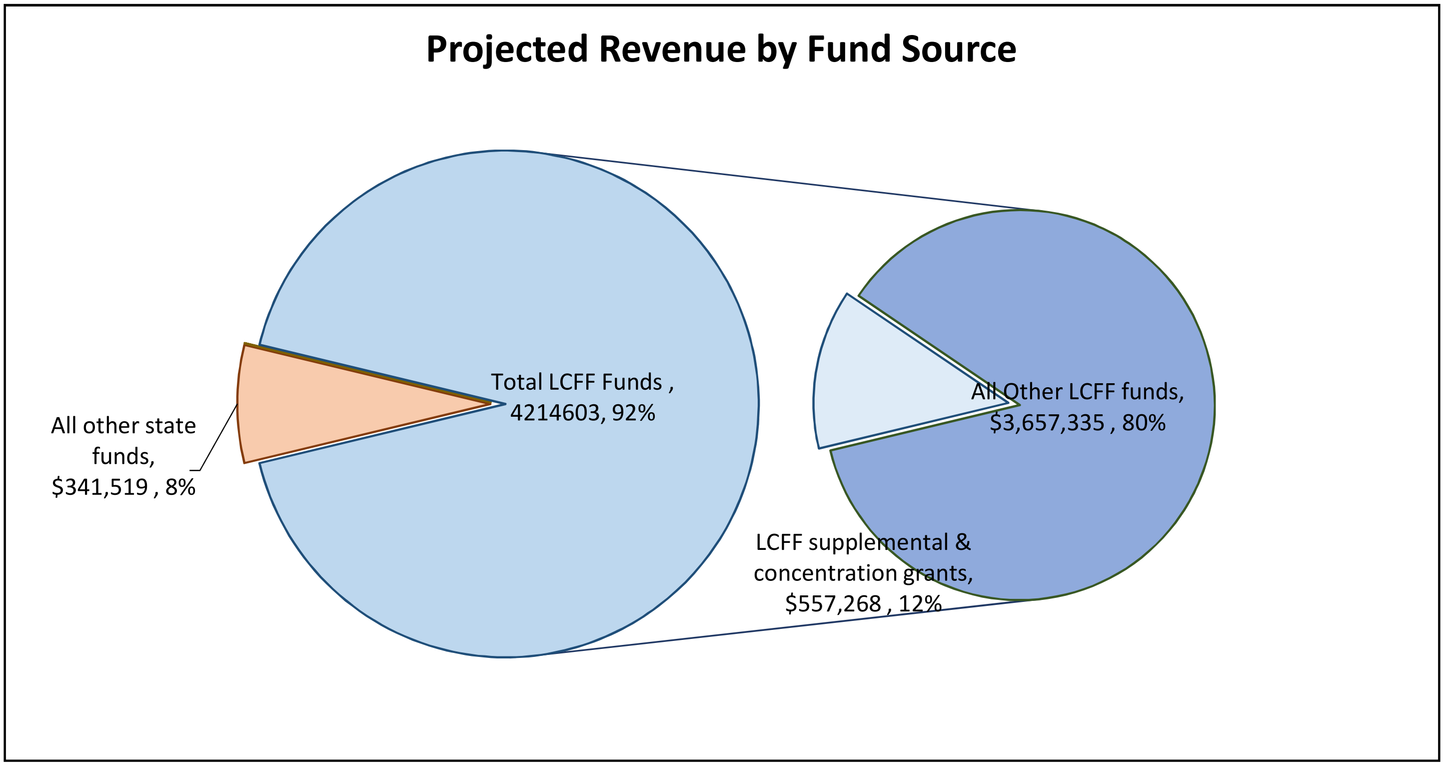
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Opportunities For Learning Ridgecrest
CDS Code: 15 73742 0165233
School Year: 2026-27
LEA contact information: Zachary Hillewaert, Principal - Email:zhillewaert@oflschools.org Phone:(760)382-3430

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

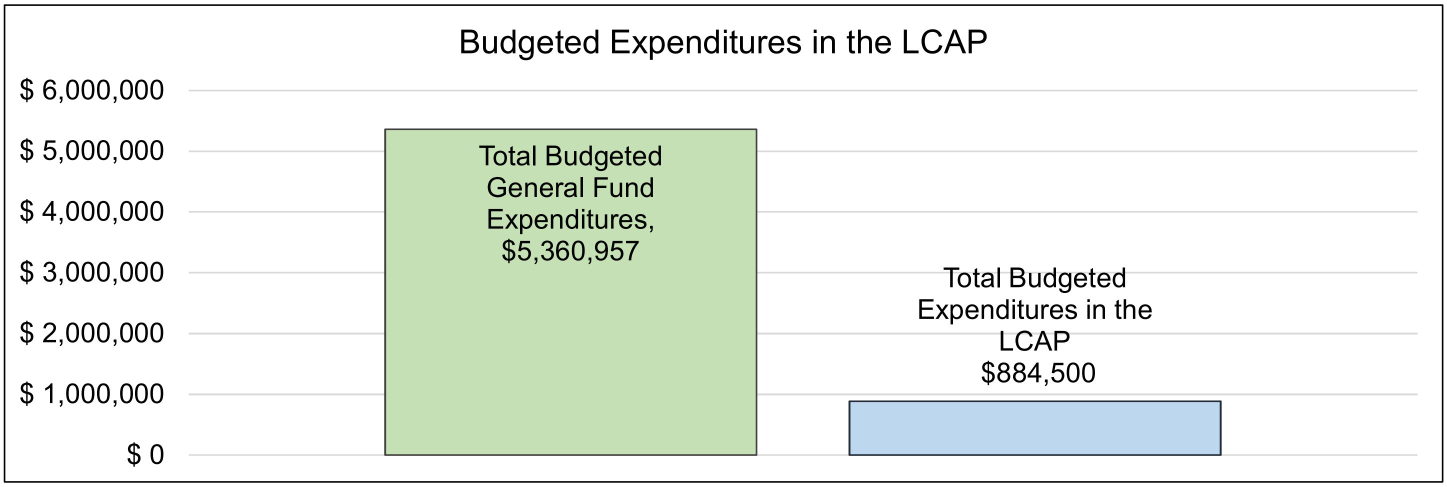


This chart shows the total general purpose revenue Opportunities For Learning Ridgecrest expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Opportunities For Learning Ridgecrest is $4,556,122.00, of which $4,214,603.00 is Local Control Funding Formula (LCFF), $341,519.00 is other state funds, $0.00 is local funds, and $0.00 is federal funds. Of the $4,214,603.00 in LCFF Funds, $557,268.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Opportunities For Learning Ridgecrest 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: Opportunities For Learning Ridgecrest plans to spend $5,360,957.00 for the 2026-27 school year. Of that amount, $884,500.00 is tied to actions/services in the LCAP and $4,476,457.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

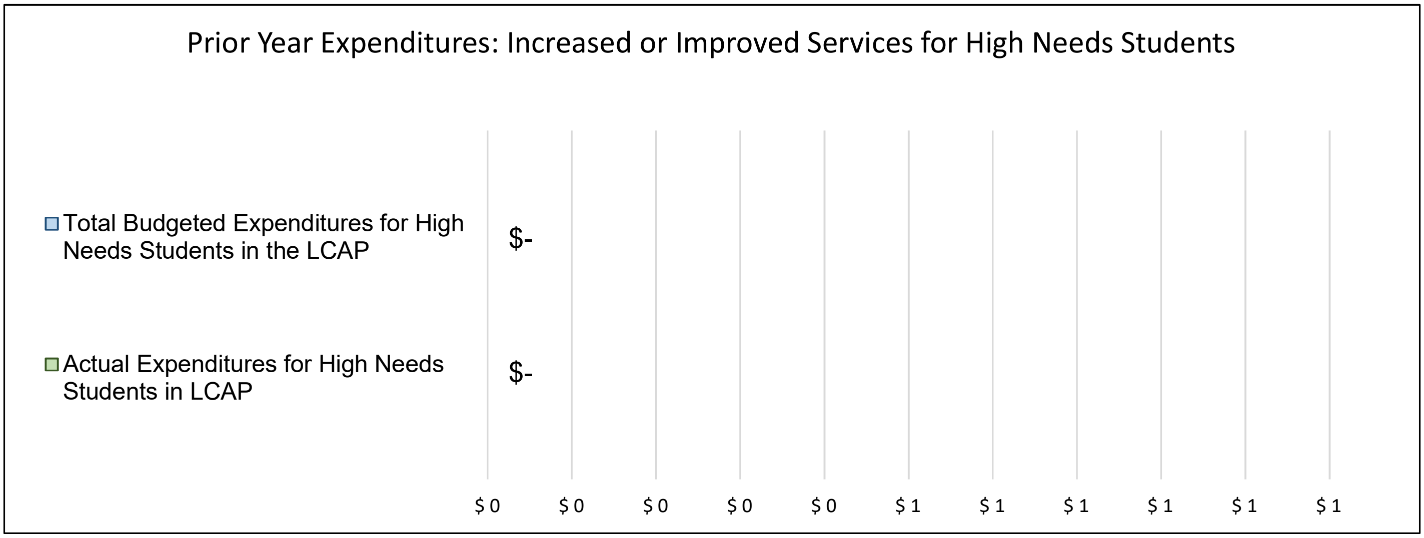
While the LCAP focuses on actions directly tied to student outcomes, the General Fund also supports essential operational and infrastructure costs that are not captured in the LCAP. These expenditures include compensation for non-LCAP-supported staff roles, facility maintenance and utilities, technology licenses and compliance-related fees, general administrative expenses, and allocated shared service costs from the charter network or authorizing entity.

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

In 2026-27, Opportunities For Learning Ridgecrest is projecting it will receive $557,268.00 based on the enrollment of foster youth, English learner, and low-income students. Opportunities For Learning Ridgecrest must describe how it intends to increase or improve services for high needs students in the LCAP. Opportunities For Learning Ridgecrest plans to spend $560,500.00 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 Opportunities For Learning Ridgecrest budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Opportunities For Learning Ridgecrest 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, Opportunities For Learning Ridgecrest's LCAP budgeted $0.00 for planned actions to increase or improve services for high needs students. Opportunities For Learning Ridgecrest actually spent $0.00 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

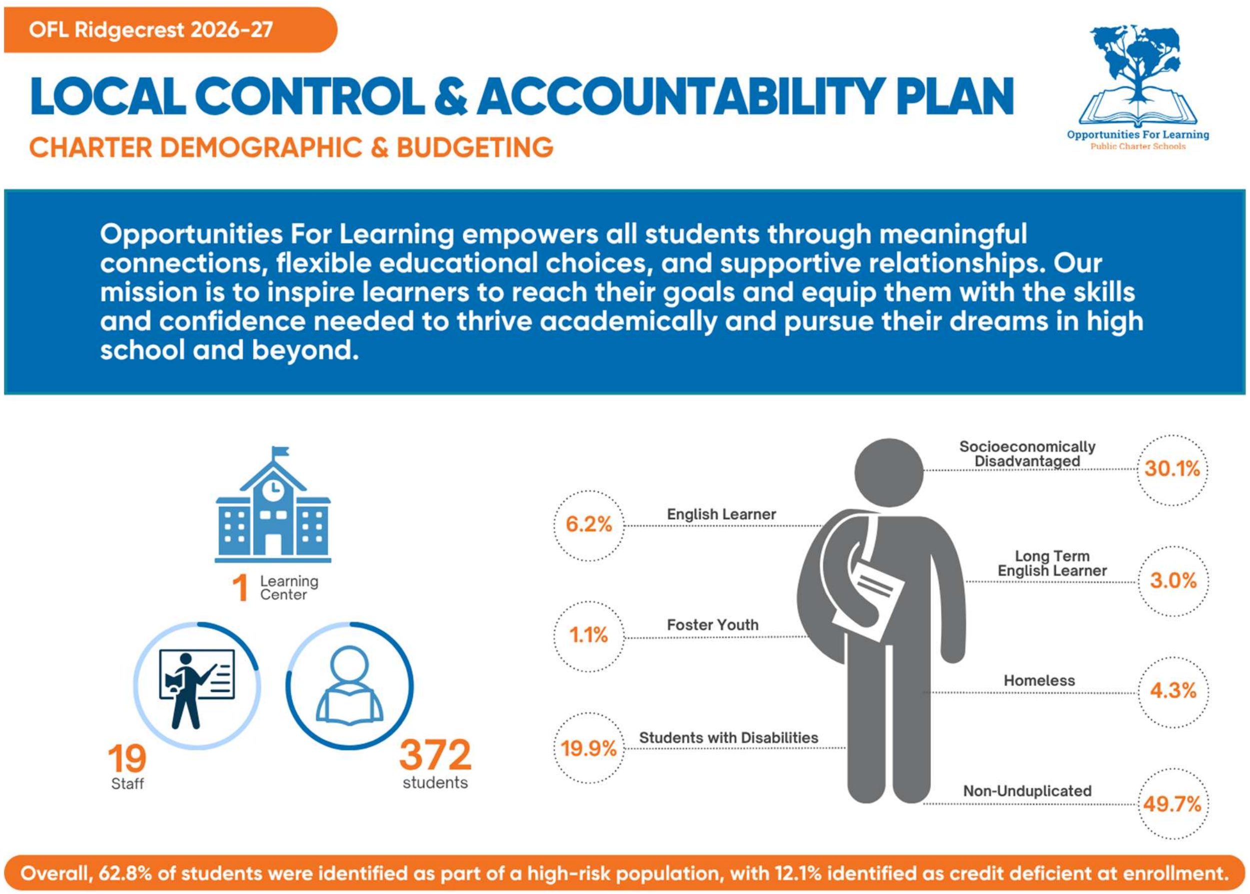
The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Opportunities For Learning Ridgecrest	Zachary Hillewaert, Principal	Email:zhillewaert@oflschools.org Phone:(760)382-3430

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.



Educational Philosophy:
Opportunities for Learning - Ridgecrest offers alternative educational opportunities for students in grades 7 through 12 who are seeking a non-traditional school environment. Ridgecrest is a tight-knit community with a large military base. Military families move every few years which can cause disruptions to children's education. OFL-Ridgecrest is dedicated to providing all students, including students of military families, with a welcoming and supportive school environment. The school provides a variety of curricular options including small group instruction classes, independent study classes, digital course options, and an online program. Students who are credit deficient have the opportunity to recover academically and get back on track to earn a high school diploma. OFL-Ridgecrest is committed to helping students be prepared to enter college and the workforce upon graduation.

Educational program:
The Paramount goals for opportunities for learning - Ridgecrest are (i) to offer a comprehensive learning experience under the Common Core State Standards to students, (ii) to identify students who are not being served in the traditional public-school system and provide them educational services: and (iii) to help students become self-motivated, competent, lifelong learners. The program also strives to provide pupils and parents expanded educational choices within California's Public-School system. We believe that students should be involved in the planning and implementation of their own educational program in order to take responsibility for their own lives. Our program is designed so that students work within an educational environment in which they learn best, thereby avoiding boredom and frustration. Through the use of standards-based assignments broken into manageable units, students receive immediate feedback and continuous encouragement that will build success and lead to great self-confidence. In addition, the academic and behavioral standards to which students are held help develop self-discipline and productive work habits.

Reflections: Annual Performance

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

As a charter in its first year of operation, opening in July 2025, the school does not yet have state indicators reported on the California School Dashboard. As such, this reflection is based on early implementation data, including enrollment trends, baseline academic diagnostics, and initial measures of student engagement and participation.

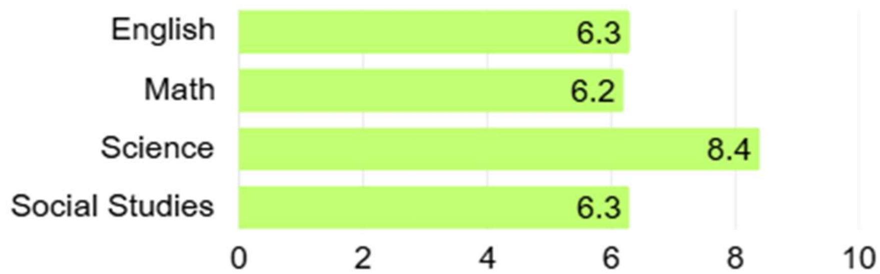
During the first year of implementation, the school has focused on establishing core instructional systems, building staff capacity, and identifying baseline student needs. Preliminary local data indicates that many students are entering with gaps in foundational skills, particularly in mathematics, as well as varying levels of prior academic progress. These early trends have highlighted the importance of accelerating academic growth for unduplicated pupils, which is reflected in Goal 1.

In addition, early observations and student data have underscored the need for strong, inclusive systems of support to ensure all students, including students with disabilities, have access to effective instruction and services. As a result, Goal 2 focuses on strengthening inclusive practices and improving the effectiveness of special education supports.

Initial engagement and participation data also suggest that consistent student engagement and credit attainment will be critical areas of focus. Given the school's model and the needs of its student population, supporting students in staying engaged, making measurable academic progress, and earning credits toward graduation is essential. These priorities are addressed through Goal 3, which emphasizes student engagement, credit attainment, and progress toward graduation.

Although state-level performance data is not yet available, the school is committed to ongoing monitoring of student group outcomes using local data to ensure equitable access to supports and services. As Dashboard data becomes available in future years, the school will use these additional measures to further evaluate effectiveness, identify areas of growth, and refine LCAP goals, actions, and supports.

The LEA has had many successes in its first year of operation. English Language Learner reclassification is 100% of all eligible students. Average GLE growth for math is 1.25 and English is 1.0. Monthly Student Progress is at 88.6%. Core course completion has exceeded the target of 6 units per core course as follows:



Areas of focus/challenges will be determined after a full year of operation which will provide more comprehensive student outcome data.

Reflections: Technical Assistance

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

Not Applicable

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.

Opportunities For Learning Ridgecrest has no schools that qualify for Comprehensive Support and Improvement (CSI) as we are in our first year of operation.

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

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

Staff
Students
Parents
Governing Board
PAC/ELAC/DELAC
	The LEA engaged its staff, including Center Coordinators, Area 1 Teachers, Area 2 Teachers, Teachers, Career Pathways Coordinators, Post-Secondary Counselors, Special Education Specialists, EL Specialists, Instructional Coaches, Assistant Principals, and the Principal, through various avenues:
	
	• Regular Teacher/Staff Meetings: The Principal met routinely with teachers to review student progress and charter goal advancement. Monthly staff gatherings at school sites facilitated discussions on aligning site procedures with overarching charter goals and policies.
	• Charter In-Services: These sessions served as forums for Professional Learning Communities to deliberate on the progress of workshop implementations and resource utilization aimed at addressing critical areas such as graduation rates, support for special populations, English and math performance, and college and career readiness.
	    ○ March 27, 2026 - Meeting Agenda: Introduction, Charter Announcements, Enrollment process and 60 Day Check-in Process, Data Dive YTD, Student Demographic Overview, Establishing Center Norms in Working with Students
	• PAC Meetings:
	    ○ October 21,2025 - Meeting Agenda: Introduction, Overview and Purpose of PAC, Explanation of LCAP 2024-27cycle, Back to School Night, Parent Engagement Suggestions
	    ○ March 31, 2026 - Meeting Agenda: Introduction, Comprehensive Needs Assessment Data Dive, Announcements
	    May 20, 2026 - Meeting Agenda: Introduction, Proposed 206-27 LCAP Goals, Metrics, and Actions review, discussion and feedback,
	• Parent Engagement Meetings:
	    ○ October 29, 2025 - Back to School Night: Parent Focus Group 2025-26 school year areas of focus, feedback and suggestions regarding academic offerings, engagement opportunities and general concerns
	    ○ December 11,2025: Family Game Night
	    ○ March 12, 2026 - Open House Parent Focus Group: 25-26 school year reflection, feedback and suggestions, 26-27 school year class options, family engagement opportunities, and desired areas of focus
	    ○ September 11, 2025, and January 20, 2026 - Movies with Meaning: Parents, students and school staff engage in an evening of sharing a meal, watching an impactful movie, and engaging in a meaningful discussion about the movie
	• Governing School Board Meetings:
	    ○ September 17, 2025 - Meeting Agenda: Consent Agenda; Charter Update; Financial Update; Alternative Graduation Pathway Policy; Dual Enrollment Policy
	    ○ December 3, 2025 - Meeting Agenda: Consent Agenda; Charter Update; Financial Update
	    ○ January 21, 2026 - Meeting Agenda: Consent Agenda; Charter Update; Report of Executive Compensation; Financial Update; First Interim Report; School Accountability Report Card

	- March 12, 2026 - Meeting Agenda: Consent Agenda; Charter Update; Student Handbook for Fiscal Year 2026-27; Financial Update; Second Interim Report; Academic Calendar for Fiscal Year 2026-27; Response to Immigration Enforcement Policy and Procedures - Below is a summary of the process used to review and adopt the charter's 2026–2027 LCAP in alignment with Education Code requirements: ▪ The LEA notified members of the public of the opportunity to submit comments regarding proposed actions and expenditures in the LCAP, in accordance with Education Code section 52062(a)(3). A public notice was posted at least 72 hours in advance of the scheduled Board meeting at which the draft LCAP was presented for review and public comment. ▪ The LEA held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1). This hearing took place during the May 20, 2026 Board Meeting. ▪ The LEA adopted the Local Control and Accountability Plan during a public meeting, in accordance with Education Code section 52060(b)(2) or 52068(b)(2). Adoption occurred at the June 29, 2026 Board Meeting, where the Board approved the 2026–2027 LCAP. • Student and Parent - Achievement Chats: - December 8, 2025 - December 18, 2025 - academic strategic planning, student needs, and program feedback - May 1, 2026 - Senior Social: Student and Parent Event to get information about graduation and end of year senior activities - May 18, 2026 - June 4, 2026 - academic strategic planning, student needs, and program feedback • School Improvement Feedback Surveys - October 6 - November 7, 2025 - Fall Semester School Climate Surveys of Staff, Parents, and Students - February 2 - March 20, 2026 - Spring Semester Feedback Surveys of Staff, Parents, and Students

SELPA/COE	SELPA Consultations: • June 2025 - IEP Adoption (for new LEA) • July 2025 - SEIS MFA clarification • August 2025 - CALPADS 2025 - Beyond SST form submission for new account, CALPADS Affirm Training and clarification • September 2025 - Teacher 504 training support • December 2025 - 16.21 Analysis • January 2026 - 60 Day Timeline reference materials • March 2026 - In-Person Visit in Ridgecrest • April 24, 2026 - Opportunities for Learning Ridgecrest administrators met with Krystal Walton from the LA County Office of Education Charter SELPA to review the proposed 2026-27 LCAP Goals, Metrics and Actions for the newly established LEA. Verbal approval was given for Opportunities for Learning Ridgecrest to continue with the proposed 2026-2027 LCAP Goals, Metrics, and Actions that were developed to help close the achievement gap for Students with Disabilities. Program Council Meetings: • August 21, 2025 o Screening for Reading Difficulties o AB 438 – Secondary Transition Assessment and ITPs o Notice of Immunizations letter o LAC Charter SELPA Social Media o ISAs for NPA/NPS o DHH and Teaching Credentialing Updates o CALPADS Calendar 2025-26 ▪ Fall 1 begins on 10-1-25, ending on 12-12-25 ▪ Fall 1 Amendment window begins on 12-13-25, ending on 1-23-26 ▪ EOY 3 & 4 dates have not been announced o Targeted Monitoring Dates ▪ CIM Step 2 Due – October 10 ▪ CIM Step 3 Due – November 14 ▪ Intensive and Targeted CIM Progress Reports due – January 10, 2026 o SpEd Records Transfer ▪ Observations & Data Collection: August – December ▪ Assessor Ratings & Data Submission: September – December ▪ SELPA Review Window: September – January 16, 2026 o Dispute Resolution: Constituent Support Services Unit o Low Incidence Submissions – due by June 30, 2026 ▪ Low Incidence expenses may be submitted throughout the year. o CALPADS Compliance Monitoring

	▪ CALPADS Special Education Data Office Hours Registration Link (8/25 – 10/6) ▪ 2025-26 Census Day – October 1 ▪ 2025-26 Date for Zero Errors – November 21 ▪ 2025-26 Fall 1 Deadline – December 12 ▪ 2025-26 Fall 1 Amendment Window – December 13 – January 23 ▪ 2025-26 EOY Dates Pending ▪ Review SSID and DSEA Extracts weekly • October 16, 2025 o Multi-Factor Authentication – SEIS, CALPADS o Legislative Updates ▪ AB 1224 – Substitute Teacher Extension of Time in Single Classroom (Gov. Newsom veto rationale) ▪ AB560 – Require LEAs to distribute Initial IEP assessments fairly among RSP teachers, recommend an adult-to-pupil ratio for SDC classroom staffing (Pending) ▪ AB784 – DHH services may be delivered as a standalone service supporting a pupil's access and communication o NPA Monitoring Informational Letter and ISA Requirement o Personnel Data Report (PDR) ▪ Track the special education teachers, paraprofessionals, and related service providers who were in place on Census Day 2025 for the PDR ▪ Track the reason for any changes in staffing in preparation for the PDR o Charter Authorizer Toolkit: Special Education Oversight o Reading Difficulties Risk Screener Adoption Toolkit o IEP Implementation 2026 ▪ Date Range for IEP Review: January 1 – February 27, 2026 ▪ Data Collection Window: March 2 – May 15, 2026 ▪ IEP Implementation Deadline – May 15, 2026 o AB 438 – Secondary Transition Assessment and ITPs ▪ First SELPA ITP Training: October 28 ▪ Next ITP Training: March 9, 2026 ○ CALPADS Compliance Monitoring ▪ 2025-26 Date for Zero Errors – November 21 ▪ 2025-26 Fall 1 Deadline – December 12 ▪ 2025-26 Fall 1 Amendment Window (December 13 – January 23) ▪ 2025-26 EOY Dates (Pending) ▪ Review SSID and DSEA Extracts • December 18, 2025 o Unallowable Use of IDEA Part B Funds for Decertified NPS o Overview of the 1% Cap for the Alternative Assessment o New Requirements for Student Expulsion Rehabilitation Plans & Readmission Procedures o Update: Workplace Violence Incident Reporting (Ed Code 44014)

	▪ Sample Workplace Violence Incident Report Form o AB 438 – Secondary Transition Assessment and ITPs ▪ Next ITP/Summary of Performance Training: March 9, 2026 • February 12, 2026 o Soledad Unified Due Process Case (OAH Case No. 2025040218) ▪ Procedural compliance, assessment plans and implications for special education administrators. o Review Results of 2026-27 Professional Development Survey o 2025 Legislative Updates o Parent Coordinator Listserv (to increase parent information and engagement) o SB 848 – Expanded Definition of and Training Requirements for Mandated Reporters o Woodcock-Johnson V for Fall 2026 ▪ SELPA Training on September 29, 2026 o Charter Schools Development Conference 2026 (CSDC '26) ▪ November 16-18, 2026 – SAFE Credit Union Convention Center, Sacramento o 2026 Annual Determination Letters ▪ Small Monitoring Webinar for Cycle C schools is February 17 or February 24. o Personnel Data Report ▪ LEA Submissions are due by May 8. 2026 ▪ Amendment Window is May 9 – 28, 2026 ▪ SELPA Certification is due by May 29, 2026

Insert or delete rows, as necessary.

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

The LEA engaged a broad range of Educational Partners in the development of the 2026–27 LCAP, including staff, students, parents, the Governing Board, PAC/ELAC/DELAC committees, and external partners such as the Charter SELPA and County Office. Input was gathered through staff meetings, charter in-services, PAC meetings, parent engagement events, governing board meetings, achievement chats, and school climate and feedback surveys conducted in both the fall and spring. As a first-year LEA, Educational Partner input was used to inform and develop the LCAP goals, metrics, actions, and expenditures, rather than to revise existing plans.

Feedback from staff, students, and families consistently identified the need for increased academic support, particularly in mathematics and English language arts, as well as improved access to instructional resources. This input directly informed the development of Goal 1, including the selection of metrics such as Average Math and ELA Grade Level Equivalent (GLE) growth, FRMP student unit completion (5+ units per month), and student progression rates. Educational Partner feedback also guided the inclusion of targeted actions, including My Math Path (MMP) and My Reading Path (MRP) cohorts, targeted Small Group Instruction, and technology access through Chromebooks and offline-accessible digital curriculum. In response to this feedback, the LEA prioritized approximately $275,000 in funding to support intervention programs, instructional staff, and technology access to accelerate academic growth for unduplicated pupils.

Educational Partners also emphasized the importance of strengthening supports for Students with Disabilities and English Learners through more inclusive practices, individualized support, and increased access to grade-level curriculum. This feedback, along with SELPA consultation, directly informed the development of Goal 2 and the selection of metrics including RenStar Math and Reading scaled scores, RFEP reclassification rates, GLE performance for Students with Disabilities, and core course credit completion. Actions developed in response include EL Specialist support, paraprofessional push-in support in math and science, individualized services from Special Education staff, and targeted academic interventions. To address these identified needs, the LEA allocated approximately $400,000 toward specialized staffing, intervention supports, and professional development to improve outcomes for Students with Disabilities and English Learners.

Across engagement opportunities, students, families, and staff expressed a strong need for increased student engagement, stronger relationships, and improved systems to support credit attainment and graduation. This feedback informed the development of Goal 3, including metrics such as dropout rates, retention, unit completion, A-G completion, CTE pathway completion, suspension rates, and teacher missed assignments. In response, the LEA developed actions focused on Social Emotional Learning (SEL) opportunities, Achievement Chats, career pathway development, intervention tracking systems, and expanded educational partner engagement. Based on this input, the LEA prioritized approximately $200,000 to fund student engagement activities, college and career readiness initiatives, and systems to monitor and support student progress toward graduation.

Additionally, input from PAC/ELAC/DELAC meetings, parent engagement events, and school climate surveys reinforced the importance of ongoing communication, family involvement, and inclusive engagement practices. These priorities are reflected across multiple actions, including Achievement Chats, school climate surveys, and family engagement events, ensuring that Educational Partners remain actively involved in the continuous improvement of the LEA’s programs.

Overall, Educational Partner feedback, in combination with findings from the Comprehensive Needs Assessment and analysis of local data, directly informed the development of the LEA’s 2026–27 LCAP. The LEA prioritized available resources to focus on academic acceleration, inclusive supports, and student engagement, ensuring that goals, metrics, actions, and expenditures are aligned to the needs of all students, particularly unduplicated pupil groups.

Goals and Actions

Goal

Goal #	Description	Type of Goal
Goal #1	Accelerate Academic Growth & Math Acceleration for Unduplicated Pupils	Focus

State Priorities addressed by this goal.

Priority 2: Implementation of Academic Standards
Priority 4: Student Achievement
Priority 7: Access to a Broad Course of Study
Priority 8: Student Outcomes

An explanation of why the LEA has developed this goal.

The LEA developed this goal based on findings from its Comprehensive Needs Assessment (CNA), analysis of local performance data, and input from educational partners. As a first-year school without California School Dashboard data, the LEA relied on internal data sources, including RenStar assessment results, student progression rates, and course completion data, to identify areas of need.

Local data indicates that unduplicated pupil groups, particularly socioeconomically disadvantaged (FRMP), English Learners (EL), Foster Youth (FY), and students experiencing homelessness, require additional academic support to accelerate growth in both mathematics and English language arts. Current data shows an average Math GLE growth of 0.9 and ELA GLE growth of 1.0, alongside 46.2% of FRMP students completing five or more units per month and 90.3% maintaining expected progression. While these indicators demonstrate baseline progress, they also highlight the need for targeted acceleration, particularly in mathematics and for students not yet meeting unit completion benchmarks.

Educational partner input, including feedback from staff, families, and students, emphasized the need for increased access to targeted interventions, small group instruction, and equitable access to instructional resources. Staff identified gaps in foundational math and literacy skills, particularly among students scoring in the “Urgent Intervention” range on RenStar assessments. Families and students also noted barriers to consistent access to curriculum due to technology and internet limitations.

In response, the LEA established this goal to accelerate academic growth through a multi-tiered system of support. The LEA will implement My Math Path (MMP) and My Reading Path (MRP) cohorts to provide targeted intervention for students identified as needing urgent support. Targeted Small Group Instruction will be used to address learning gaps, provide additional instructional time, and support specific student groups such as LTELs, Foster Youth, and low-income students. Additionally, the LEA will ensure equitable access to instruction by providing Chromebooks and digital curriculum (LYLA) that can be accessed without internet connectivity at home.

Through these actions, the LEA aims to increase math growth, maintain ELA progress, and improve unit completion and overall academic outcomes for unduplicated pupils.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #1	Average Math GLE growth	0.9	Not applicable	Not applicable	By the end of 2027, increase the average Math GLE growth to: All Students: 1.0	Not applicable
Metric #2	FRMP students completing 5+ units/month	46.2%	Not applicable	Not applicable	Increase the percentage of FRMP students completing 5+ units per month to: FRMP: 47.2%	Not applicable
Metric #3	Average ELA GLE growth	1.0	Not applicable	Not applicable	By the end of 2027, maintain the average ELA GLE growth at: All Students: 1.0	Not applicable
Metric #4	Student progression for FRMP students	90.3%	Not applicable	Not applicable	Maintain student progression rates at or above the following: FRMP: 90.3%	Not applicable

Insert or delete rows, as necessary.

Goal Analysis for 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.

Not applicable as the charter is in its first year of operation.

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.

Not applicable as the charter is in its first year of operation.

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

Not applicable as the charter is in its first year of operation.

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.

Not applicable as the charter is in its first year of operation.

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
Action #1	MMP Cohorts	Students who are identified as needing urgent intervention on the RenStar math assessment will be assigned a My Math Path (MMP) cohort as an intervention to improve their foundational math skills	$15,000	No
Action #2	Targeted Small Group Instruction	Students will have access to targeted small group instruction to help aid their progression, identify learning gaps, and help close the achievement gap by implementing strategies such as integrated instruction for LTEL students, as well as labs and added time to target attendance issues for FY and Homeless and Low-Income students.	$185,000	Yes
Action #3	MRP Cohorts	Students who are identified as needing urgent intervention on the RenStar ELA assessment will be assigned a My Reading Path (MRP) cohort as an intervention to improve their foundation ELA skills	$15,000	No
Action #4	Technology Access & Instructional Support	The LEA will provide and maintain access to classroom technology devices, including Chromebooks, to support instructional access for unduplicated pupils, including low-income, English Learners, foster youth, and students experiencing homelessness. The LEA will also ensure access to digital curriculum, such as LYLA, that can be utilized without internet connectivity at home to reduce barriers to learning and support consistent academic progress.	$60,000	Yes

Insert or delete rows, as necessary.

Goal #	Description	Type of Goal
Goal #2	Strengthen Inclusive Supports & Special Education Effectiveness	Focus

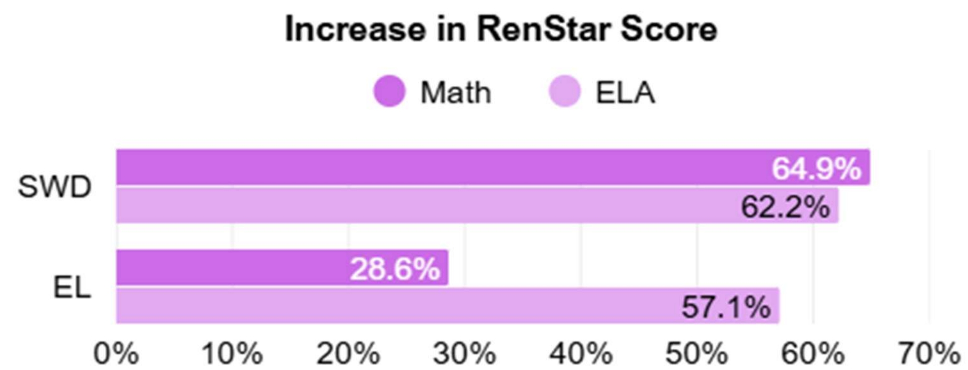
State Priorities addressed by this goal.

Priority 2: Implementation of Academic Standards
Priority 4: Student Achievement
Priority 7: Access to a Broad Course of Study
Priority 8: Student Outcomes

An explanation of why the LEA has developed this goal.

The LEA developed this goal based on findings from its Comprehensive Needs Assessment (CNA), analysis of local data, and input from educational partners, including staff, families, and students. As a first-year school without California School Dashboard data, the LEA relied on internal measures such as RenStar assessment data, Grade Level Equivalent (GLE) performance, and course credit completion to identify areas of need for Students with Disabilities (SWD) and English Learners (EL).

Local data indicates that while some student groups are demonstrating growth, there are clear disparities in performance that necessitate more targeted and inclusive supports. For example, 64.9% of SWD are increasing their RenStar Math scaled scores, compared to significantly lower rates for EL students at 28.6%. Reading growth is stronger overall, with 62.2% of SWD and 57.1% of EL students increasing their RenStar Reading scores; however, continued support is needed to maintain and accelerate this progress.



Additionally, SWD performance on GLE metrics (Math 7.0, ELA 8.1) and core course credit completion rates (English 3.5, Math 3.5, Science 4.4, Social Studies 4.2) indicate a need to strengthen both academic interventions and access to rigorous coursework. While RFEP reclassification rates are currently maintained at 100%, educational partners emphasized the importance of continuing targeted supports to sustain this outcome and improve overall EL academic performance.

Educational partner input highlighted the need for stronger inclusive practices, increased access to grade-level curriculum, and more coordinated intervention systems. Staff identified a need for additional push-in support within core classes, as well as professional development to better serve SWD and EL students. Families and students emphasized the importance of individualized support and consistent access to interventions, particularly for those identified as needing urgent academic assistance.

In response, the LEA established this goal to strengthen inclusive supports and improve the effectiveness of special education and English Learner services. The LEA will implement targeted interventions through My Math Path (MMP) and My Reading Path (MRP) cohorts for students identified as needing urgent support. Push-in support from paraprofessionals in math and science SGI classes will increase access to grade-level instruction, while individualized services from Special Education Specialists and EL Specialists will address specific learning needs. Additionally, the LEA will provide ongoing professional development to build staff capacity in delivering inclusive, standards-aligned instruction. Supplemental academic support, including tutoring and intervention groups, will further support students performing below grade level.

Through these actions, the LEA aims to increase math and reading growth, improve course credit completion, maintain strong reclassification rates, and ensure that Students with Disabilities and English Learners have equitable access to the supports necessary to succeed academically and progress toward graduation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #1	RenStar Math Scaled Score	SWD: 64.9% EL: 28.6% Hispanic: 55.7% White: 57.5%	Not applicable	Not applicable	By the end of 2027, increase the percentage of students increasing their RenStar Math Scaled Score to: SWD: 64.9% EL: 29.6% Hispanic: 55.7% White: 57.5%	Not applicable
Metric #2	RenStar Reading Scaled Score	SWD: 62.2% EL: 57.1% Hispanic: 64.4% White: 75.6%	Not applicable	Not applicable	Maintain the percentage of students increasing their RenStar Reading Scaled Score at: SWD: 62.2% EL: 57.1% Hispanic: 64.4% White: 75.6%	Not applicable
Metric #3	RFEP reclassification rates	100%	Not applicable	Not applicable	Maintain the percentage of reclassification criteria at a high level, not falling below: EL: 20%	Not applicable
Metric #4	ELA & Math GLE for SWD	Math 7.0 ELA 8.1	Not applicable	Not applicable	Increase Grade Level Equivalent (GLE) performance to: Math: 7.5 ELA: 8.6	Not applicable

Metric #5	Core Course Credit Completion of SWD	English: 3.5 Math: 3.5 Science: 4.4 Social Studies: 4.2	Not applicable	Not applicable	Increase average core course credit completion to: English: 6 Math: 6 Science: 6 Social Studies: 6	Not applicable

Insert or delete rows, as necessary.

Goal Analysis for 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.

Not applicable as the charter is in its first year of operation.

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.

Not applicable as the charter is in its first year of operation.

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

Not applicable as the charter is in its first year of operation.

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.

Not applicable as the charter is in its first year of operation.

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
Action #1	MMP Cohorts (Duplicate Goal 1, Action 1)	Students who are identified as being in need of urgent intervention on the RenStar math assessment will be assigned a My Math Path (MMP) cohort as an intervention to improve their foundational math skills	$0	No
Action #2	MPR Cohorts (Duplicate Goal 1, Action 3)	Students who are identified as being in need of urgent intervention on the RenStar ELA assessment will be assigned a My Reading Path (MRP) cohort as an intervention to improve their foundation ELA skills	$0	No
Action #3	EL Individualized Support and Instruction	EL students will have access to individualized support through English Language Specialists to help aid their mastery of common core state standards and ELD curriculum.	$10,000	Yes
Action #4	Strengthening Academic Support in SGI Math and Science Classes	Provide paraprofessional support in math and science SGI classes to strengthen instructional assistance, reinforce grade-level content, and support student understanding of standards-based material.	$35,000	Yes
Action #5	SWD Intervention Support and Instruction	Individualized support from Special Education Specialists and Paraprofessionals to improve academic outcomes, college and career readiness, and graduation rates for our SWD. This initiative is designed to improve academic outcomes for our Students with Disabilities.	$280,000	No
Action #6	SWD Professional Development	Annual professional development and any needed specialized training to support SWD in their academic coursework for Special Education Specialist and Paraprofessionals.	$10,000	No
Actions # 7	Academic Support	Academic support for students who are struggling with curriculum and/or are scoring in the “Urgent Intervention” category of RenStar benchmark testing through reading groups, math intervention specialist, and tutoring.	$65,000	Yes

Insert or delete rows, as necessary.

Goal #	Description	Type of Goal
Goal #3	Increase Student Engagement, Credit Attainment & Graduation Rates	Broad

State Priorities addressed by this goal.

Priority 1: Basic Services
Priority 3: Family Engagement
Priority 4: Student Achievement

Priority 5: Student Engagement
Priority 6: School Climate
Priority 7: Access to a Broad Course of Study

An explanation of why the LEA has developed this goal.

The LEA developed this goal based on findings from its Comprehensive Needs Assessment (CNA), analysis of local data, and input from educational partners, including students, families, and staff. As a first-year school without California School Dashboard data, the LEA relied on internal indicators such as retention rates, unit completion, A-G progress, CTE participation, and school climate data to identify areas of need related to student engagement and graduation outcomes.

Local data indicates that while the LEA is maintaining strong outcomes in several areas, including low dropout rates (0% middle school, 1.9% high school), high 90+ day retention (96.7%), and a 0% suspension rate, there is a need to improve student progression and completion of coursework. Current data shows that only 42.7% of in-person students and 48.6% of online students are completing five or more units per month, indicating a need to strengthen systems that support consistent academic progress. Additionally, A-G course completion and CTE pathway participation data highlight opportunities to expand access and increase completion rates to better support college and career readiness.

Educational partner input emphasized the importance of increasing student engagement through meaningful, relevant learning experiences, as well as strengthening relationships between students, families, and staff. Students expressed a need for more opportunities for connection and real-world learning, while families and staff highlighted the importance of consistent academic monitoring, communication, and individualized support to keep students on track for graduation. Feedback also underscored the value of expanding career pathway exposure and ensuring students are prepared for postsecondary success.

In response, the LEA established this goal to increase student engagement, credit attainment, and graduation rates through a comprehensive system of support. The LEA will provide Social Emotional Learning (SEL) opportunities, including clubs, sports, and experiential learning, to increase student connectedness and engagement. Targeted Small Group Instruction and intervention tracking systems will be used to monitor student progress, address learning gaps, and support unit completion. Achievement Chats will facilitate ongoing collaboration between students, families, and staff to set goals and monitor progress toward graduation.

Additionally, the LEA will expand Career Pathways and CTE opportunities to promote college and career readiness, while professional development will build staff capacity to deliver personalized, standards-aligned instruction. Family and educational partner engagement events, along with school climate surveys, will ensure ongoing feedback and continuous improvement. The LEA will also provide access to a broad course of study aligned to college and career readiness standards to ensure all students have equitable access to rigorous and relevant learning opportunities.

Through these actions, the LEA aims to maintain strong engagement indicators while increasing unit completion, expanding college and career pathways, and ensuring all students are supported to successfully graduate prepared for postsecondary opportunities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #1	Dropout rates	MS: 0% HS: 1.9%	Not applicable	Not applicable	Maintain dropout rates at or below: Middle School (MS): 2% High School (HS): 5%	Not applicable
Metric #2	90+ day retention rate	96.7%	Not applicable	Not applicable	Maintain 90+ day retention rate at: All Students: 96.7%	Not applicable
Metric #3	% completing 5+ units/month	In-person: 42.7% Online: 48.6%	Not applicable	Not applicable	Increase the percentage of students completing 5+ units per month to: In-person: 43.7% Online: 49.6%	Not applicable
Metric #4	A-G course completion	English: 5.00 Foreign Language: 4.50 Math: 4.80 Science: 7.30 Social Studies: 4.50	Not applicable	Not applicable	Increase average A-G course completion to: English: 6 Foreign Language: 6 Math: 6 Science: 6 Social Studies: 6	Not applicable
Metric #5	CTE completion	Nursing: 2 Culinary: N/A	Not applicable	Not applicable	Increase CTE course completion to: Nursing: 3 Culinary: 3	Not applicable
Metric #6	Suspension Rates	0%	Not applicable	Not applicable	Maintain suspension rates at or below: All Students: 1.5%	Not applicable

Metric #7	Teacher Missed Assignments	Pending release of State data in Fall 2026	Not applicable	Not applicable	Maintain at or above District average. Will be determined once data is released.	Not applicable

Insert or delete rows, as necessary.

Goal Analysis for 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.

Not applicable as the charter is in its first year of operation.

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.

Not applicable as the charter is in its first year of operation.

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

Not applicable as the charter is in its first year of operation.

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.

Not applicable as the charter is in its first year of operation.

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
Action #1	Social Emotional Learning	The LEA is committed to offering a diverse array of opportunities for student engagement, including experiential learning trips, camps, sports, clubs, and field trips. These experiences will provide students with dynamic learning opportunities beyond the traditional classroom setting, allowing them to apply academic knowledge and social-emotional skills in real-world contexts, fostering holistic growth and development.	$97,500	Yes
Action #2	Targeted Small Group Instruction (Duplicate Goal 1, Action 2)	Students will have access to targeted small group instruction to help aid their progression, identify learning gaps, and help close the achievement gap by implementing strategies such as integrated instruction for LTEL students, as well as labs and added time to target attendance issues for FY and Homeless and Low-Income students	$0	Yes
Action #3	Achievement Chats	The LEA is committed to engaging in academic strategic planning with parents/guardians, students and educational staff once a semester to collaborate on academic goals, post-secondary planning, and individualized academic support	$1,000	No
Action #4	Career Pathways	Identify and track the career pathway of each student, and provide opportunities for exposure to those industries through qualified school personnel and student events. This initiative is designed to improve academic outcomes, specifically focusing on college and career readiness and graduation rates	$42,500	Yes
Action #5	Professional Development	Instructional staff will actively participate in annual professional development sessions aimed at enhancing their capacity to deliver personalized, standards-aligned instruction. These opportunities will empower educators with the latest methodologies and tools, ensuring they can effectively tailor their teaching approaches to meet the diverse needs of each student, thereby fostering a culture of continuous improvement and academic excellence.	$10,000	Yes
Action #6	Intervention Trackers	The LEA will continue the use of innovative intervention tracking systems to efficiently identify and monitor student attendance, academic advancement, and the effectiveness of targeted interventions. These trackers will enable us to swiftly respond to students' needs, ensuring timely support and fostering continuous improvement in their educational journey. This initiative is designed to improve academic outcomes	$35,000	Yes

Action #7	Parental involvement and Educational Partner Engagement	The LEA will host various events to increase parent and student connectedness to school and to foster increased diversity and inclusion. The LEA will also offer educational partner engagement events specific to unduplicated students, students with disabilities and the general student population to seek feedback in the development and growth of our program. The LEA will survey all educational partners in the Fall and Spring to inform program effectiveness.	$5,500	Yes
Action #8	Broad course of Study aligned to 21st Century Learning	Educational partners will have access to academic resources that help aid students in their mastery in a broad course of study that is aligned to 21st century that is CCSS, NGSS, and CCR aligned in the following subjects: English, Science, Mathematics, and Career Technical Education.	$15,000	Yes
Action #9	School Climate Survey	Administer regular school climate surveys to assess students' perceptions of safety, connectedness, and overall satisfaction with the school environment. Use survey data to identify areas for improvement and implement targeted interventions to enhance school climate.	$3,000	No

Insert or delete rows, as necessary.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$557,268	$17,227

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
15.24%	0%	$0	30.47%

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 #(s)	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
As a charter in its first year of operation, the need to gather and analyze data to determine the unique needs of our Low income, English Learners, Foster Youth and Students with Disabilities will be done throughout the year. Once we have the data needed to determine our areas of need and focus, we will update this section of the LCAP.			

Insert or delete rows, as necessary.

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.

<table>
<tr><th>Goal and Action #</th><th>Identified Need(s)</th><th>How the Action(s) are Designed to Address Need(s)</th><th>Metric(s) to Monitor Effectiveness</th></tr>
<tr><td colspan="4">As a charter in its first year of operation, the need to gather and analyze data to determine the unique needs of our Low income, English Learners, Foster Youth and Students with Disabilities will be done throughout the year. Once we have the data needed to determine our areas of need and focus, we will update this section of the LCAP.</td></tr>
</table>

Insert or delete rows, as necessary.

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.

As a charter in its first year of operation, the need to gather and analyze data to determine the unique needs of our Low income, English Learners, Foster Youth and Students with Disabilities will be done throughout the year. Once we have the data needed to determine our areas of need and focus, we will update this section of the LCAP.

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.

As a charter in its first year of operation, the need to gather and analyze data to determine the unique needs of our Low income, English Learners, Foster Youth and Students with Disabilities will be done throughout the year. Once we have the data needed to determine our areas of need and focus, we will update this section of the LCAP.

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	Not applicable- the LEA is a charter school with one CDS code and no comparison schools.	Not applicable- the LEA is a charter school with one CDS code and no comparison schools.
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable- the LEA is a charter school with one CDS code and no comparison schools.	Not applicable- the LEA is a charter school with one CDS code and no comparison schools.

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ -	$ -

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)
N/A	N/A	CHARTER IN ITS FIRST YEAR - NO LCAP UNTIL 2026-27		$ -	$ -

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ -	$ -	$ -	$0.00 - No Difference	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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)
N/A	N/A	CHARTER IN ITS FIRST YEAR - NO LCAP UNTIL 2026-27		$ -	$ -	0.000%	0.000%

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)
CHARTER IN ITS FIRST YEAR - NO LCAP UNTIL 2026-27	$ -	0.000%	#VALUE!	$ -	0.000%	#VALUE!	#VALUE!	#VALUE!

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2026-27	$ 3,657,335	$ 557,268	15.237%	0.000%	15.237%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 560,500	$ 324,000	$ -	$ -	$ 884,500.00	$ 582,500	$ 302,000

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	MMP Cohorts	All	No			All Schools	Ongoing	$ 15,000	$ -	$ -	$ 15,000	$ -	$ -	$ 15,000	0.000%
1	2	Targeted Small Group Instruction	Foster Youth, Low-Income, English Learners, Long-term Englih Learners, Homeless	Yes	LEA-wide	All	All Schools	Ongoing	$ 185,000	$ -	$ 185,000	$ -	$ -	$ -	$ 185,000	0.000%
1	3	MRP Cohorts	All	No			All Schools	Ongoing	$ 15,000	$ -	$ -	$ 15,000	$ -	$ -	$ 15,000	0.000%
1	4	Technology Access & Instructional Support	Foster Youth, Low-Income, Homeless	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	Ongoing	$ -	$ 60,000	$ 60,000	$ -	$ -	$ -	$ 60,000	0.000%
2	1	MMP Cohorts (Duplicate Goal 1, Action 1)	All	No			All Schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	2	MPR Cohorts (Duplicate Goal 1, Action 3)	All	No			All Schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	3	EL Individualized Support and Instruction	English Learners, Long-term Englih Learners	Yes	Limited	English Learners	All Schools	Ongoing	$ 5,000	$ 5,000	$ 10,000	$ -	$ -	$ -	$ 10,000	0.000%
2	4	Strengthening Academic Support in SGI Math and Science Classes	Foster Youth, Low-Income, English Learners, Long-term Englih Learners, Homeless	Yes	LEA-wide	All	All Schools	Ongoing	$ 35,000	$ -	$ 35,000	$ -	$ -	$ -	$ 35,000	0.000%
2	5	SWD Intervention Support and Instruction	Students with Disabilities	No			All Schools	Ongoing	$ 200,000	$ 80,000	$ -	$ 280,000	$ -	$ -	$ 280,000	0.000%
2	6	SWD Professional Development	Students with Disabilities	No			All Schools	Ongoing	$ -	$ 10,000	$ -	$ 10,000	$ -	$ -	$ 10,000	0.000%
2	7	Academic Support	Foster Youth, Low-Income, English Learners, Long-term Englih Learners, Homeless	Yes	LEA-wide	All	All Schools	Ongoing	$ 65,000	$ -	$ 65,000	$ -	$ -	$ -	$ 65,000	0.000%
3	1	Social Emotional Learning	Foster Youth, Low-Income, English Learners, Long-term Englih Learners, Homeless	Yes	LEA-wide	All	All Schools	Ongoing	$ -	$ 97,500	$ 97,500	$ -	$ -	$ -	$ 97,500	0.000%
3	2	Targeted Small Group Instruction (Duplicate Goal 1, Action 2)	Foster Youth, Low-Income, English Learners, Long-term Englih Learners, Homeless	Yes	LEA-wide	All	All Schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	3	Achievement Chats	All	No			All Schools	Ongoing	$ -	$ 1,000	$ -	$ 1,000	$ -	$ -	$ 1,000	0.000%
3	4	Career Pathways	Low Income	Yes	LEA-wide	Low-Income	All Schools	Ongoing	$ 27,500	$ 15,000	$ 42,500	$ -	$ -	$ -	$ 42,500	0.000%
3	5	Professional Development	Foster Youth, Low-Income, English Learners, Long-term Englih Learners, Homeless	Yes	LEA-wide	All	All Schools	Ongoing	$ -	$ 10,000	$ 10,000	$ -	$ -	$ -	$ 10,000	0.000%
3	6	Intervention Trackers	Foster Youth, Low-Income, English Learners, Long-term Englih Learners, Homeless	Yes	LEA-wide	All	All Schools	Ongoing	$ 35,000	$ -	$ 35,000	$ -	$ -	$ -	$ 35,000	0.000%
3	7	Parental involvement and Educational Partner Engagement	Foster Youth, Low-Income, English Learners, Long-term Englih Learners, Homeless	Yes	LEA-wide	All	All Schools	Ongoing	$ -	$ 5,500	$ 5,500	$ -	$ -	$ -	$ 5,500	0.000%
3	8	Broad course of Study aligned to 21st Century Learning	Foster Youth, Low-Income, English Learners, Long-term Englih Learners, Homeless	Yes	LEA-wide	All	All Schools	Ongoing	$ -	$ 15,000	$ 15,000	$ -	$ -	$ -	$ 15,000	0.000%
3	9	School Climate Survey	All	No			All Schools	Ongoing	$ -	$ 3,000	$ -	$ 3,000	$ -	$ -	$ 3,000	0.000%

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
$ 3,657,335	$ 557,268	15.237%	0.000%	15.237%	$ 560,500	0.000%	15.325%	Total:	$ 560,500
								LEA-wide Total:	$ 550,500
								Limited Total:	$ 10,000
								Schoolwide	$ -

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	2	Targeted Small Group Instruction	Yes	LEA-wide	All	All Schools	$ 185,000	0.000%
1	4	Technology Access & Instructional Support	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	$ 60,000	0.000%
2	3	EL Individualized Support and Instruction	Yes	Limited	English Learners	All Schools	$ 10,000	0.000%
2	4	Strengthening Academic Support in SGI Math and Science Classes	Yes	LEA-wide	All	All Schools	$ 35,000	0.000%
2	7	Academic Support	Yes	LEA-wide	All	All Schools	$ 65,000	0.000%
3	1	Social Emotional Learning	Yes	LEA-wide	All	All Schools	$ 97,500	0.000%
3	2	Targeted Small Group Instruction (Duplicate Goal 1, Action 2)	Yes	LEA-wide	All	All Schools	$ -	0.000%
3	4	Career Pathways	Yes	LEA-wide	Low-Income	All Schools	$ 42,500	0.000%
3	5	Professional Development	Yes	LEA-wide	All	All Schools	$ 10,000	0.000%
3	6	Intervention Trackers	Yes	LEA-wide	All	All Schools	$ 35,000	0.000%
3	7	Parental involvement and Educational Partner Engagement	Yes	LEA-wide	All	All Schools	$ 5,500	0.000%
3	8	Broad course of Study aligned to 21st Century Learning	Yes	LEA-wide	All	All Schools	$ 15,000	0.000%

RESOURCE INEQUITIES REVIEW ADDENDUM

Charter: Ridgecrest

Date Resource Inequity Review was conducted: 4-28-26

Guidance and Instructions: As part of the CNA process schools must complete a Resource Inequities Review as part of their Comprehensive Needs Assessment.

Note: *Responses to questions 1 through 3* ***need*** *to be actionable. For purposes of resource inequity, actionable means something that is within your locus of control and you can implement an action/services/resource or etc. to help remedy the issue. As a reminder resource inequity identification is an LEA decision and is locally controlled and determined.*

1. What actionable inequities were identified by the Charter during their Resource Inequity Review?	The Charter's Resource Inequity Review identified resource inequities in the areas of staffing and funding. Staffing issues include the need for an EL Specialist, an English teacher, a Post-Secondary Counselor, and a 2nd Special Education Specialist. Additionally, the Career Pathways Coordinator and 1 of the Paraprofessionals are on indefinite medical leave. The charter is in its first year of operation as its own LEA and has a limited budget for staffing at this time. Since the LEA has been successful in providing work arounds for the lack of an English teacher and 2nd Special Education Specialist, it will not be actively trying to recruit for those positions at this time.
2. Which inequities are priorities for the Charter to address in their School Improvement Plans?	The Charter will prioritize staffing issues in the 2026-27 school year. Leadership will work with Human Resources to recruit qualified candidates to fill the Post-Secondary Counselor and EL Specialist positions. The Ridgecrest Charter is located in a remote, rural area making it difficult to find and hire qualified educators. The Charter will address all staffing issues with existing staff and support from support providers, such as Skyrocket until qualified educators can be hired.
3. How does the Charter plan on addressing these inequities?	The charter will work with Human Resources to fill the open positions of Post-Secondary Counselor and EL Specialist. In the interim, the charter will rely on center staff to provide guidance to students regarding post-secondary educational plans and preparation. Additionally, staff from our support provider, Skyrocket, will assist the charter with student needs such as AB planning, graduation support, and college applications. The EL Specialist position will continue to be covered by the EL Coach who meets with EL and LTEL students virtually to provide academic and language development support as well as conducting in-person testing such as ELPAC.

Source: Adopted by Los Angeles County Office of Education - LCAP/State & Federal Programs

	The LEA has been successful in operating without an English teacher by providing targeted ELA interventions and English tutoring with the support of a dedicated educator. The LEA will continue to utilize the Lead Special Education Specialist to fill the role of a 2nd Special Education Specialist until such time as the school's budget can support the hiring of a qualified candidate to fill this role.
4. If relevant, describe any resource inequities that were identified during the review that are not actionable at the school site, but which impact student achievement. If not relevant, write "NA" in the textbox below.	The budget for the 2nd year of operation will be evaluated based on student enrollment and resulting ADA. Staffing needs will be prioritized, provided qualified candidates can be recruited and hired. No other resource inequities were identified.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY / ADDENDUM DOCUMENT

Charter: OFL-Ridgecrest School Year: **2025-2026**

EDUCATIONAL PARTNERS

Describe who and how educational partners were involved in the comprehensive needs assessment process.

Note: *The comprehensive needs assessment must be developed with the participation of individuals who will carry out the schoolwide program plan. [34 C.F.R. §200.26(a)(2)]*

Educational Partners Engaged in our Comprehensive Needs Assessment:

1. Staff- Our leadership team met with all staff (English, Math, Counselors, SPED, Coaches, Support Staff and EL specialist) to engage in a data dive protocol to identify strengths and weaknesses in our program.
2. Parents and Students- PAC committees have engaged in several data dives to collaborate with leadership to develop areas of focus for the program.
3. Leadership Team (Principal, Lead SES, and Assistant Principal of Instructional Operations)- met to participate in a collaboration about resource inequities and conduct a root cause analysis of the areas of focus to create measurable goals and outcomes to improve our program.

DATA SOURCES / PHASE 1: DATA COLLECTED & ANALYZED

Provide a description of the quantitative and qualitative data sources reviewed by educational partners.

Note: *The comprehensive needs assessment shall include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. EC 64001(g)(2)(A)*

The charter pulled data from multiple sources to analyze student performance. Data pulled included:

- ➔ Tableau (Core Course Completion, Student Progression and Attendance, Intervention Completion Rates, Drop out rates)
- ➔ EL Reclassification Data
- ➔ A-G course enrollment & completion rates
- ➔ Stakeholder Surveys
- ➔ Star Renaissance Data (GLE Growth and Urgent Intervention Data)
- ➔ iLit and Exact Path Data
- ➔ Student and Family Feedback Data

RESULTS / PHASE 2: DATA DIVE SUMMARY TABLE

Describe the findings of the data (just the facts; not opinions), including trends noticed over time in schoolwide, student group and/or grade level data.

- GLE growth in math is below 1 grade level: all students .9, EL students .3 and LTEL students -.1
- GLE growth in math for SWD is at 1 grade level
- The overall grade level average was 7th grade for math during RenStar testing
- The EL student group had 28.6% of its students increasing their RenStar Math Scaled score compared to 64.9% of Students with Disabilities, 55.7% of Hispanic students, and 57.5% of White students
- GLE growth in ELA is at or above 1 grade level for most student populations: all students 1.0, SWD 1.0, EL students 1.3
- GLE growth in ELA for LTEL students was .3
- The overall grade level average was 8th grade for ELA during RenStar testing
- All student groups improved the percentage of students increasing their RenStar Reading Scaled Score by 55% or higher: Students with Disabilities 62.2%, EL students 57.1%, Hispanic students 64.4%, and White students 75.6%
- At the end of the Fall semester, students are on pace to complete 6 or more units by the end of the 2025-26 school year: English 3.5 units, math 3.5 units, science 4.4 units, and social studies 4.2 units
- At the end of the Fall semester Middle School Chronic Absenteeism is at 10%
- At the end of the Fall semester Socioeconomically Disadvantaged students average 90.3% average Monthly Student Progress compared to 92.3% for all students
- At the end of the Fall semester average credit attainment from all students was 49.4% and Socioeconomically Disadvantaged students had average credit attainment at 46.2% comparatively
- At the end of the Fall semester EL reclassification was at 100% and iLit participation was at 80%

PRIORITIZED NEEDS

Provide a description of the most critical needs based on the data. Describe which needs will have the greatest impact on student outcomes, if addressed.

Note: *A need is a discrepancy or gap between the current state (what is) and the desired state (what should be). Through the needs assessment, it is likely that multiple needs or concerns will emerge. However, it is important to narrow the list of needs to a key set of priorities for action.*

The following 3 areas of focus will be the charters' priorities in the upcoming school year:

1. **Accelerate Academic Growth & Math Acceleration for Unduplicated Pupils:**
   a. In the Fall semester of the 2025-26 school year average GLE math growth for EL students was at .3 grade levels and LTEL students declined by .1 grade levels
   b. In the Fall semester of the 2025-26 school year average GLE ELA growth was 1 grade level or higher for all student groups except for LTEL which at .3 grade levels
   c. Socioeconomically Disadvantaged students are underperforming compared to the all students group in credit attainment by 3.2% and in average Monthly Student Progress by 2.3%

Source: Adopted by Los Angeles County Office of Education - October 2024 LCAP/State & Federal Programs
Board Adopted 6/29/26

2. **Strengthen Inclusive Supports and Special Education Effectiveness:**
    a. EL students underperformed in the percentage of students increasing their RenStar Math Scaled score with 26% fewer students than the next lowest student population, Hispanic students which were at 55.7%
    b. EL students underperformed in the percentage of students increasing their RenStar Reading Scaled score with 5% fewer students than the next lowest student population, Students with Disabilities which were at 62.2%. We want to ensure that all student groups have at least 55% of their students making gains in this area.
    c. Students with Disabilities have traditionally fallen off pace with completing core course units in the Spring semester. We want to ensure they end the school year with at least 6 units from each core subject completed
3. **Increase Student Engagement, Credit Attainment & Graduation Rates:**
    a. All Students tend to struggle more in the Spring semester and are more prone to dropping out. We want to ensure our high school dropout rate does not exceed 5% and our middle school dropout rate does not exceed 2%
    b. The LEA is looking to graduate as many students as possible within the 4-5 year time table from the 9th grade entry date
        i. Increasing the percentage of students completing 5 or more units each school month, helps students stay on pace to graduate within this time frame
    c. The LEA desired to have as many students as possible graduating as college and/or career ready
        i. Increasing the number of A-G units in each core subject helps students prepare for college
        ii. Increasing CTE completion helps students prepare to enter the workforce

ROOT CAUSE ANALYSIS / PHASE 3: MEASURABLE OUTCOMES

Describe potential root causes of the prioritized needs or concerns. Please list Measurable Outcomes identified for each Root Cause.

Note: *A root cause analysis is intended to explain why a performance gap exists between actual outcomes and desired outcomes. Root cause analysis addresses the problem rather than the symptom.*

Area of Focus #1: Accelerate Academic Growth & Math Acceleration for Unduplicated Pupils

Root Causes:
- There is not an in-person EL Specialist and support is being provided virtually
- EL and LTEL student populations are very small and just 1 or 2 students underperforming dramatically impacts student outcomes for these student populations
- Enrolling in direct instruction classes is intimidating for EL and LTEL students due to language barriers
- Socioeconomically Disadvantaged students may lack resources at home to focus on schoolwork and may need to financially contribute to the household with parttime employment

Measurable Outcomes:
- Increase average Math GLE growth to 1 grade level or higher for all students

- Increase the % of Socioeconomically Disadvantaged students completing 5 or more units per month by 1%
- Maintain average ELA GLE growth of 1 grade level or higher for all students
- Maintain Monthly Student Progression at 90.3% or higher for Socioeconomically Disadvantaged students

Area of Focus #2: Strengthen Inclusive Supports & Special Education Effectiveness

Root Causes:
- EL students are not being consistently assigned math courses
- SWD and EL students need more vocabulary instruction, differentiated instruction, manipulatives, and visual aids when working on math units
- Students are not being challenged with higher level math classes; remedial classes are meeting the graduation requirements for math
- SWD tend to experience higher burnout during the Spring semester and need added encouragement and academic support to finish the school year strong

Measurable Outcomes:
- Increase the % of EL students increasing their RenStar Math Scaled Score by 1% or higher
- Maintain the % of students increasing their RenStar Reading Scaled Score across all student groups
- Keep reclassification rates at 20% or higher
- Support SWD in ELA and math to grow by .5 grade levels
- Increase SWD core course credit completion to 6 or more units in all core course subjects
- Teachers are encouraging students to enroll in math SGI (Small Group Instruction) classes whenever possible.

Area of Focus #3: Increase Student Engagement, Credit Attainment & Graduation Rates

Root Causes:
- Students enroll in our school because they are not on track to graduate in 4 years
- Students who enroll with us during the second semester are not able to join in progress SGI classes and have to wait until the new school year begins
- Newly enrolled students in the first semester typically are not a math class until the Spring semester so they can enroll in an SGI class
- First semester credit attainment and MSP are on pace for desired end of year outcomes because everyone is focused on completing 5 or more units and teachers are keeping in constant contact with parents and offering additional appointments when needed
- In the past, student productiveness drops off in the Spring semester due to shifting student priorities that are not school related

Measurable Outcomes:
- Maintain dropout rates at or below 5% for high school and at or below 2% for middle school
- Maintain 90+ day retention rate at or above 96.7%

- Increase the percentage of students completing 5 or more units per school month by 1%
- Increase the average A-G course completion to 6 or more units per core course by the end of the school year
- Have 3 students complete each CTE course offering; Nursing and Culinary

CONCLUSION: TRENDS & THEMES (Data Dive Summary Table)

Describe the successes or strengths identified based on the data. Describe the challenges or concerns that were identified based on the data. What trends were noticed over time in schoolwide, sub-group or grade level data?

During the course of the charter's Comprehensive Needs Assessment, the following key findings emerged:

Successes and Strengths:
1. At the end of the Fall semester, the LEA is on pace to meet the goal of completing 6 or more units in every core course subject
2. Average GLE growth in ELA was at or above 1 grade level from most student populations despite not having an English SGI teacher
3. Middle school chronic absenteeism was relatively low at the end of the Fall semester at 10%
4. Average Monthly Student Progress was at 92.3% for all students at the end of the Fall semester
5. Average credit attainment (5+ units completed in a school month) was at 49.4% at the end of the Fall semester

Challenges and Concerns:
1. The LEA enrolls students continuously throughout the school year. Students are enrolling in our program with significant credit deficiencies leaving us with an insufficient amount of time to get them to graduation within the 4-5 year graduation cohort time frame.
2. Chronic Absenteeism is determined by a combination of middle school student attendance and amount of academic progress each month. It only takes 2 months of a student being considered truant at any time throughout the school to identify them as being chronically absent on the CA Dashboard. Once the 2nd truancy occurs, there is no way to recover that student from being chronically absent even if they complete the maximum number of credits in every other month of the school year.
3. EL students do not have in person support from an EL Specialist and are receiving support virtually
4. Our students tend to become less engaged in academics during the Spring semester

Trends and Themes:
1. The Fall semester had strong academic outcomes for core course completion, credit attainment, Monthly Student Progress, and middle school chronic absenteeism

2. The LEA is very concerned about students becoming less productive and academically engaged in the Spring semester
3. EL/LTEL students need additional support in both math and ELA

Local Control and Accountability Plan Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

  - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - 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 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

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

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

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

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

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

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

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

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

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).