



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Motivated Youth Academy

CDS Code: 37-68213-0129668

School Year: 2025-26

LEA contact information:

Bill Dobson

Interim Director

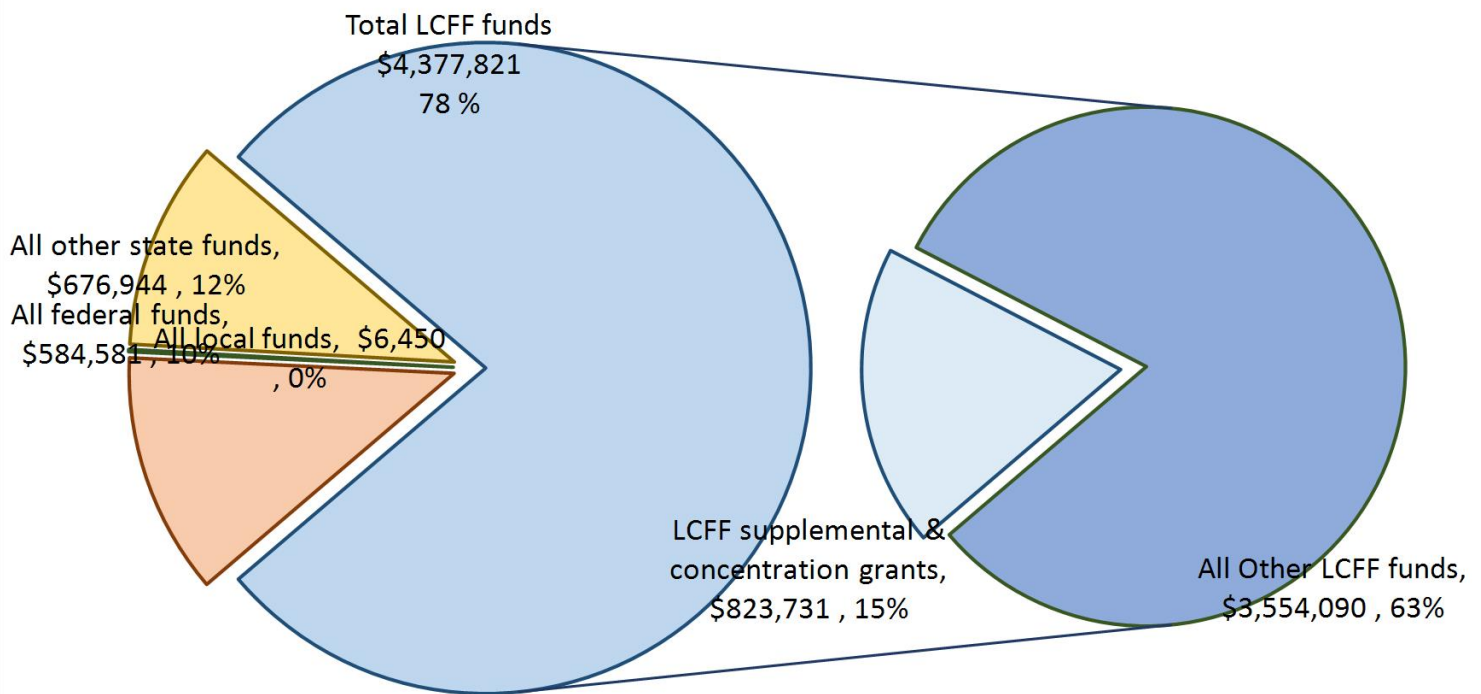
bdobson@myacademy.org

619-343-2048

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

Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source



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

The text description for the above chart is as follows: The total revenue projected for Motivated Youth Academy is \$5,645,796, of which \$4,377,821 is Local Control Funding Formula (LCFF), \$676,944 is other state funds, \$6,450 is local funds, and \$584,581 is federal funds. Of the \$4,377,821 in LCFF Funds, \$823,731 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

2025-26 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Motivated Youth Academy
CDS Code:	37-68213-0129668
LEA Contact Information:	Name: Bill Dobson Position: Interim Director Email: bdobson@myacademy.org Phone: 619-343-2048
Coming School Year:	2025-26
Current School Year:	2024-25

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2025-26 School Year	Amount Whole Numbers
Total LCFF Funds	\$4,377,821
LCFF Supplemental & Concentration Grants	\$823,731
All Other State Funds	\$676,944
All Local Funds	\$6,450
All federal funds	\$584,581
Total Projected Revenue	\$5,645,796

Total Budgeted Expenditures for the 2025-26 School Year	Amount Whole Numbers
Total Budgeted General Fund Expenditures	\$5,536,021
Total Budgeted Expenditures in the LCAP	\$3,746,992
Total Budgeted Expenditures for High Needs Students in the LCAP	\$823,731
Expenditures not in the LCAP	\$1,789,029

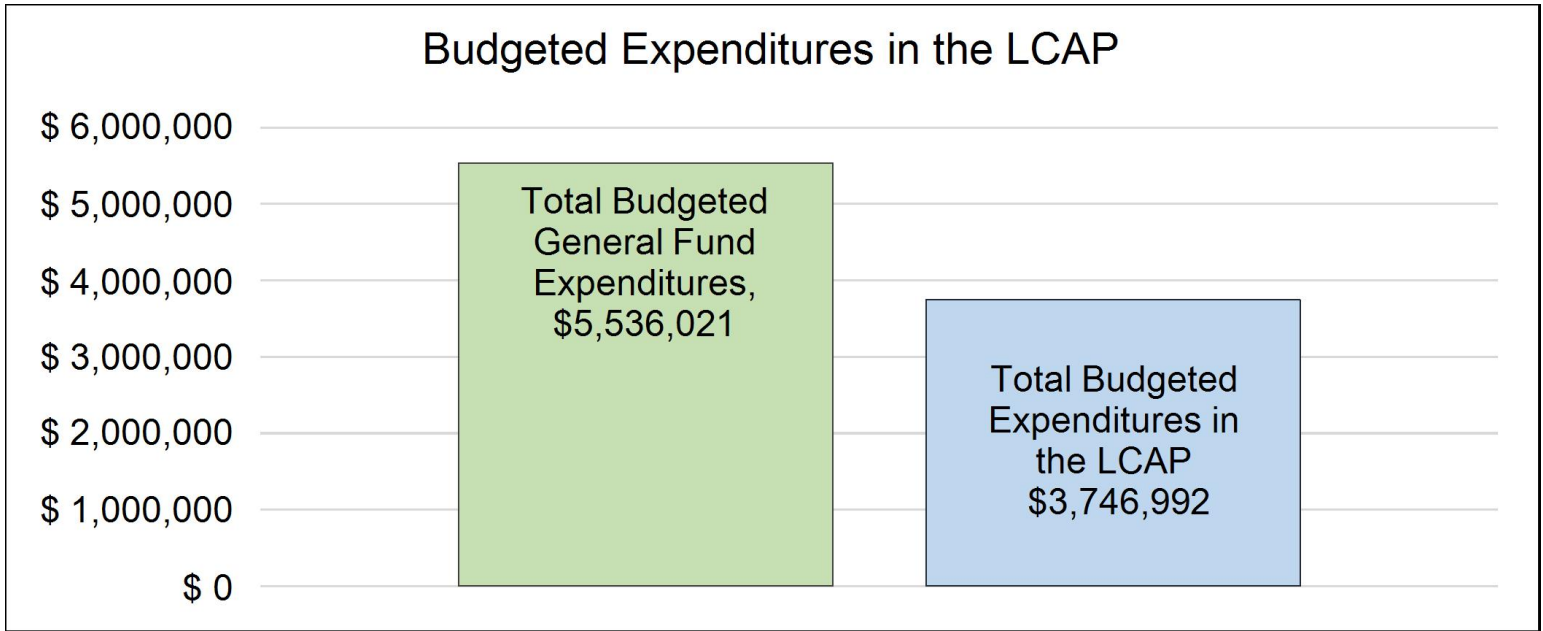
Expenditures for High Needs Students in the 2024-25 School Year	Amount Whole Numbers
Total Budgeted Expenditures for High Needs Students in the LCAP	\$778,221
Actual Expenditures for High Needs Students in LCAP	\$953,171

Funds for High Needs Students	Amount [AUTO-CALCULATED]
2025-26 Difference in Projected Funds and Budgeted Expenditures	\$0
2024-25 Difference in Budgeted and Actual Expenditures	\$174,950

Required Prompts(s)	Response(s) [FIELDS WILL APPEAR IF REQUIRED]
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Expenditures not included in the LCAP include District Oversight Fees, depreciation, utilities, administrative salaries, stipends, legal, banking, payroll services, insurance, rent, audit services, and other costs that are more operational in nature.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Motivated Youth Academy plans to spend \$5,536,021 for the 2025-26 school year. Of that amount, \$3,746,992 is tied to actions/services in the LCAP and \$1,789,029 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

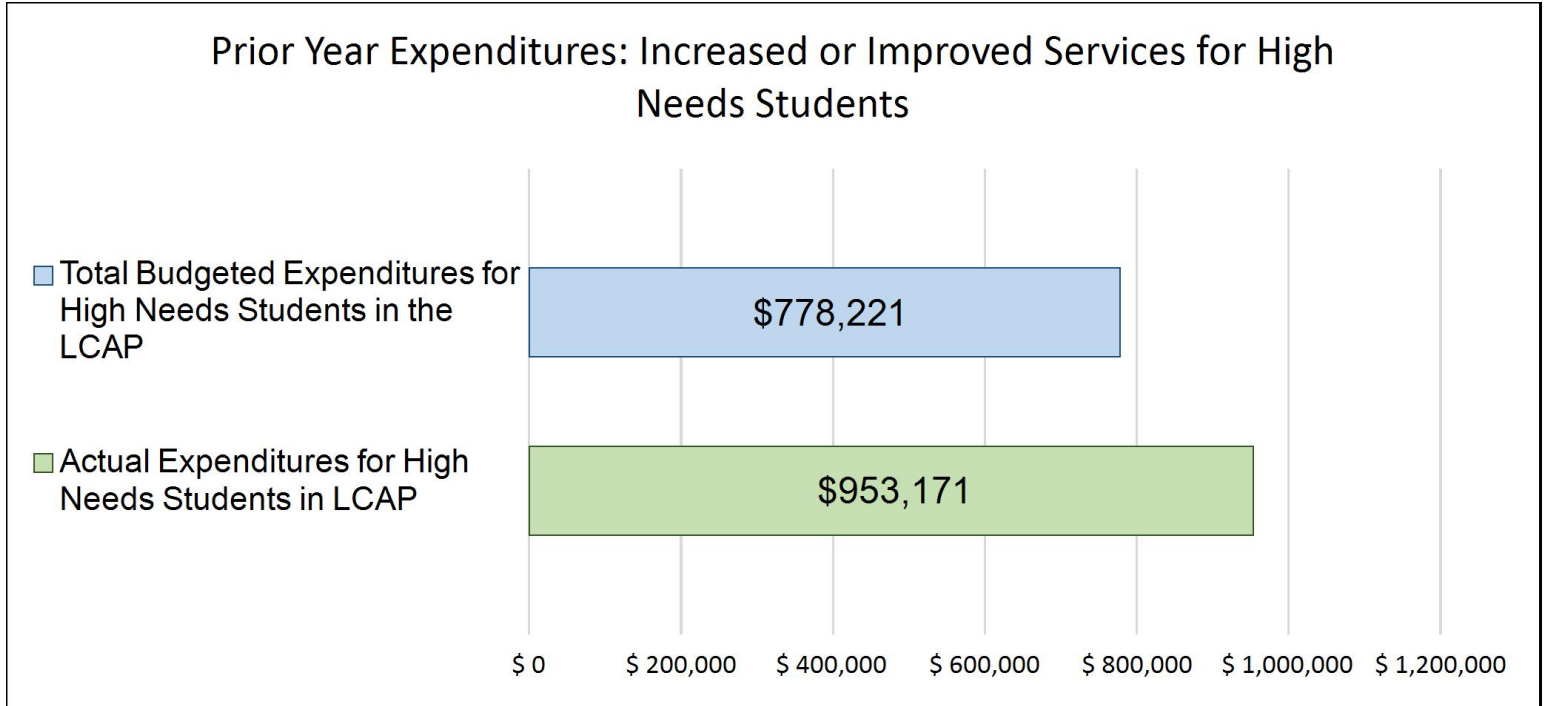
Expenditures not included in the LCAP include District Oversight Fees, depreciation, utilities, administrative salaries, stipends, legal, banking, payroll services, insurance, rent, audit services, and other costs that are more operational in nature.

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

In 2025-26, Motivated Youth Academy is projecting it will receive \$823,731 based on the enrollment of foster youth, English learner, and low-income students. Motivated Youth Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Motivated Youth Academy plans to spend \$823,731 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 2024-25



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

The text description of the above chart is as follows: In 2024-25, Motivated Youth Academy's LCAP budgeted \$778,221 for planned actions to increase or improve services for high needs students. Motivated Youth Academy actually spent \$953,171 for actions to increase or improve services for high needs students in 2024-25.



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
Motivated Youth Academy	Bill Dobson Interim Director	bdobson@myacademy.org 619-343-2048

Plan Summary [2025-26]

General Information

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

Motivated Youth Academy (also known as MY Academy or MYA) Charter School, sanctioned by the Mountain Empire Unified School District (MEUSD) in San Diego County, is a flex-based, non-classroom-based public charter school in California. Established on July 1, 2014, MYA caters to students spanning from TK-12, as well as young adults aged 19-24. Accredited by the Western Association of Schools and Colleges until June 30, 2026, MYA upholds standards of excellence, demonstrating its commitment to continual improvement.

Being a part of the Handle with Care initiative, overseen by the San Diego County District Attorney, underscores MYA's dedication to student welfare. Engaging in various programs such as Project Safe for Human Trafficking Education and Prevention, as well as COPES for Suicide Prevention, further illustrates MYA's holistic approach to education.

On CBEDS day 2024-25, MYA reported an enrollment of 212 students, representing diverse backgrounds and needs. This includes the enrollment of 75.5% socioeconomically disadvantaged, 10.4% English Learners, 21.1% Special Education, 53.4% Homeless, and 0.9% Foster Youth. 54.9% of students enrolled in Motivated Youth Academy are Hispanic.

The school's commitment to student success is evident through its identification as a Dashboard Alternative School Status (DASS) Community of Practice (CoP). Schools must have an unduplicated count of at least 70 percent of the school's cumulative enrollment comprised of high-risk student groups to be eligible for DASS. MYA actively fosters collaborative relationships between all educational partners including, students, families, communities, and the school, providing a personalized, one-on-one, and supportive educational

journey. Whether students seek credit recovery, early graduation, flexible schedules, or a non-traditional learning environment, MYA is an inclusive option.

MYA offers a tailored approach to learning, blending online and in-person instruction to accommodate diverse preferences and needs. With a focus on personalized learning plans, MYA empowers students to chart their educational journey through the Motivated Youth Personalized Learning Adventure Now (MY PLAN).

MYA's core values are: all are welcome, we celebrate the small things, we choose hope, we are servant leaders, feedback is critical, and we pursue gratitude. MY Academy believes in diversity, inclusivity, academic excellence, hope, service, feedback, and gratitude. By fostering this environment, MYA endeavors to create a learning community that thrives amidst the evolving landscape of the 21st century.

Reflections: Annual Performance

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

Motivated Youth Academy Charter School is a Dashboard Alternative School Status Community of Practice (DASS CoP). As a result, the school has a Memorandum of Understanding (MOU) with its authorizer, the Mountain Empire Unified School District (MEUSD), that defines alternative metrics to be considered in evaluating MY Academy's performance. These metrics are graduation rate, attendance rate, suspension rate, expulsion rate, course completion rate, and participation in WIOA programs.

Additional examination of performance is informed by an analysis of the California School Dashboard and local data. Motivated Youth Academy is dedicated to improving graduation rates for all students, particularly Hispanic students and socioeconomically disadvantaged students. The school also prioritizes providing college and career opportunities for all students, with special attention given to Hispanic students and socioeconomically disadvantaged students.

MYA takes great pride in the commitment to ensuring regular student attendance, which is fundamental to academic success. The mission is centered on reducing high school dropout rates, combating chronic absenteeism, increasing A-G pathway completion rates, and enhancing graduation rates to equip students for lifelong learning. Maintaining student engagement requires collaborative efforts among all educational stakeholders, including students, families, teachers, and staff, who actively participate in planning and reviewing each student's academic progress.

At the beginning of every school year or their entrance date at MY Academy, all MYA students undergo local assessments aligned with the curriculum, providing valuable insights into their performance in core subjects such as math, language arts, and reading comprehension. Additionally, students complete social-emotional learning (SEL) assessments, offering information on their strengths, aptitude, habits of mind, and career interests. These assessments inform the development of individualized learning plans known as MY PLAN.

MY Academy prides itself on fostering a positive and inclusive environment where every student feels valued, respected, and connected to the MY Academy community. With a 0% suspension and expulsion rate, the school prioritizes maintaining open communication channels among all stakeholders to ensure a supportive climate conducive to student success.

MYA firmly believes that educational partners play a crucial role in shaping students' futures, as reflected in the Educational Partner Advisory Committee survey results, which demonstrated a high overall satisfaction rate and a strong sense of connection to the school among participants. Course completion rates serve as a testament to student engagement and learning, highlighting the dedication of staff in supporting students and their families.

As part of the ongoing commitment to student success, MY Academy staff actively engage in professional development focusing on addressing the social-emotional needs of students and understanding their diverse backgrounds and communities. MYA's flex-based learning environment enables teachers to deliver contemporary, culturally relevant, and standards-aligned instruction, supported by weekly staff workshops where best practices are shared across core subject areas.

Through partnerships such as the Possibility Project, MY Academy offers students opportunities to earn their high school diploma while gaining valuable career insights and support services such as career counseling and job search assistance.

Furthermore, the dedication to student well-being extends beyond academics, with MY Academy staff providing access to wrap-around resources including food, housing, health services, and social-emotional support. MY Academy participates in initiatives such as the San Diego District Attorney's Handle With Care program and Project Safe, further demonstrating the commitment to student welfare.

Looking ahead, MYA is committed to building upon these successes by maintaining a focus on providing comprehensive student support and monitoring to ensure continued progress towards achieving the school's goals. MYA continues to focus on reducing chronic absenteeism rates, attributing this success to the efforts of the staff in nurturing meaningful relationships with students and educational partners, and delivering engaging and relevant curricula.

Reflections: Technical Assistance

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

Currently, MYA's technical assistance efforts are focused on implementing Differentiated Assistance to increase the graduation rate and CCI rate by improving attendance and connections to school.

Differentiated Assistance involves tailoring support based on the unique requirements of each school or district after analyzing data through root cause analysis. This approach allows MYA to identify schools facing challenges related to graduation rates and provide targeted interventions. Through root cause analysis, the school analyzed data with staff, educational partners, and community members to pinpoint areas for improvement and develop customized plans to address these issues effectively.

To increase graduation rates, the school's efforts include implementing early warning systems to identify at-risk students, providing academic support programs, and offering counseling services to address individual needs. Additionally, MY Academy collaborates with community partners to create support networks for students facing socio-economic challenges. These efforts resulted in a 16.2% graduation rate increase in the past year.

Overall, the work in Differentiated Assistance aims to address the specific challenges faced at MY Academy, with a focus on increasing graduation rate and CCI rate by improving attendance through targeted interventions and ongoing support.

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.

Motivated Youth Academy Charter School

Support for Identified Schools

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

School-level needs assessment:

MY Academy's school-level needs assessment revealed a need to increase the graduation rate. Since MYA is a Dashboard Alternative School Status Community of Practice, many students enter MY Academy already past their 4 or 5-year window to graduate and, after a transcript review, come in behind the number of credits needed to graduate. This indicates a resource inequity for those students. MY Academy's goal is to catch students up and move them toward graduation, which requires continuous monitoring of school and student data. Resource inequities are determined through multiple measures, primarily qualitative data based on individual weekly student-teacher meetings that are a regularly scheduled part of the independent study program. A smaller class-size, resulting in a lower student-teacher ratio will increase the frequency of one-on-one teacher meetings. The result will be that each student's MY PLAN improves in cultural responsiveness based on their individual learning styles and needs. During the first half of the year and as an ongoing process, teachers are continuously updating students' MY PLAN, which then culminates in an end-of-year Capstone project. This was co-developed by Learning Facilitators, Staff, and students at MY Academy. MY Academy partnered with Educational partners in several ways including through weekly student-teacher meetings, quarterly School Site Council Meetings, quarterly Educational Partner Advisory Committee Meetings, a yearly student Kiva Panel, and weekly communication with the Education Center of the Campo Kumeyaay Nation.

Evidence-based interventions:

The CSI funds will be used to hire an instructional coach who will work with teachers to develop and implement effective literacy strategies aimed at supporting students at risk of not graduating. Research indicates that certified staff delivering reading instruction have shown a statistically significant positive impact on reading achievement, with five studies supporting this finding. (<https://files.eric.ed.gov/fulltext/ED545233.pdf>). MY Academy will also provide support through a temporary school counselor, who will play a pivotal role in connecting students to various college, career and other support services, further enhancing their academic journey, increasing their chances of success and graduation, and moving students closer to realizing their Radical Dreams. The goal is to create small, personalized communities for monitoring and support.

Describe how the CSI funds will be used to support the needs assessment and root cause analysis process to address the reasons for identification:

Based on the review of needs assessment data, a focus on increasing the ALL student, Hispanic, and Socioeconomically Disadvantaged student graduation rate to move them from the RED performance level requires monitoring of students' work records and evidence of growth to help students stay on track to meet graduation requirements. Additionally, a focus on increasing Hispanic and Socioeconomically Disadvantaged College and Career Indicators to move them from the RED performance level requires additional college and career planning resources.

Root cause analysis:

Many students who transfer into the school as 11th, 12th, or 2nd-year seniors are credit deficient. This contributes to a larger senior class every year and impacts MY Academy's percentage of graduates.

CSI Goal 1: Continuous monitoring of school and student data to identify when and where interventions should be applied to prevent students from falling off track for graduation

CSI Goal 2: Provide intensive, individualized support to students who have fallen off track and face significant challenges to success

CSI Goal 3: Create small, personalized communities to facilitate monitoring and support. Check and Connect is a dropout prevention strategy that relies on close monitoring of school performance, mentoring, case management, and other supports.

Monitoring and Evaluating Effectiveness

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

Monitoring the plan:

MY Academy will monitor the plan using a variety of methods, including LCAP goals and actions, surveys, attendance rate, course completion rate, graduation rate, and CCI indicators at the regularly scheduled weekly meeting with Learning Facilitators.

Evaluation of Effectiveness

Evaluating the effectiveness of the CSI plan will be an ongoing process that includes weekly Learning Facilitator monitoring of student work, course completion, and progress towards graduation. Annual input surveys and the annual review of the school plan for student achievement that focus on ensuring students are on track to graduate from high school are monitored and reviewed. The LCAP input survey and quarterly review of the goals and actions steps that focus on ensuring students are on-track to graduate from high school are reported at parent and teacher meetings and reviewed by school leadership. Data from the input surveys and input meetings are collected by school leadership. The LCAP, WASC, and CSI are aligned in the School Plan for Student Achievement.

MYA uses multiple progress monitoring tools to evaluate student academic progress, goals and achievement. Students who fall behind grade level or who are not meeting expected progress benchmarks are supported through their Learning Facilitator and other school staff, such as instructional assistants. Team meetings are conducted to identify barriers to students' learning and to put supports and interventions in place

to support the student's academic success. The Director, Assistant Director, Learning Facilitators, Content Area Specialists, School Counselor(s), and School Psychologist work to support and monitor the progress of students who fall behind or who are not making expected learning gains. Targeted supports for English Learners will be provided by collaboration between students' Learning Facilitator and other school staff. Low-income students will be supported by collaboration between the Director, Assistant Director, Learning Facilitators, Content Area Specialists, School Counselor, and School Psychologist. Homeless and Foster Youth students will be supported with targeted interventions through the homeless youth liaison, credentialed Learning Facilitators, the school counselor, the school psychologist, and the school administration. Students with exceptional needs will be provided with targeted interventions and supports outlined in Individual Educational Programs (IEPs) and will have the support of SAI providers, case managers, a program specialist, credentialed Learning Facilitators, school counselors, a school psychologist, related service providers, and school administration. The effectiveness of implemented strategies will be measured and monitored by Learning Facilitators and the intervention specialist through evidence of growth, course completion rates, student observation, and discussion of goals met at team meetings.

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
Learning Facilitators	Weekly Zoom meetings on Mondays Collaboration topics: Establishing an Educational Partner Advisory Committee (EPAC) Increase parent understanding of the need for student assessments Expand CTE Create student leadership opportunities Identify internships and job shadowing programs for students Provide "real-world" work environment field trip opportunities Focus on teaching study skills and helping students set personal goals Professional development to support students who have dealt with loss or trauma Parsec Surveys
Administrators	Weekly zoom meetings on Fridays
Other School Personnel	Bi-Monthly zoom meetings on Fridays Parsec Surveys
Parents	EPAC Surveys SSC-School Site Council members include diverse educational partners representing students with disabilities, English Learners, and low-socioeconomic and students EPAC Meetings ELAC Meetings Weekly Meetings with school staff

Educational Partner(s)	Process for Engagement
Students	Surveys SSC EPAC Weekly Meetings with school staff
Community Members	MY Academy works with community partners such as the Possibility Project, Project Safe, Handle with Care, Respect Project, COPES, and the Education Center of the Campo Kumeyaay Nation, La Posta Band of Mission Indians, and the Manzanita Band of Diegueno Mission Indians to align MY Academy strategies and goals to facilitate student success. These meetings occur weekly, quarterly, annually, or as needed.

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

The LCAP is shaped by feedback from educational partners through various channels. EPAC surveys provide quantitative data, while EPAC, ELAC, and SSC meetings foster dialogue and recommendations with educational partners. Weekly staff meetings allow frontline input, and monthly staff surveys offer qualitative insights. Monthly community partner meetings bridge connections with the broader community. This multifaceted feedback loop ensures the LCAP remains responsive to the evolving needs of students, educators, and the community, promoting collaborative governance and continuous improvement in education.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	MY Academy will enhance the academic performance of every student by implementing effective teaching methods, providing a stimulating curriculum, and utilizing assessments aligned with language arts, mathematics, and reading comprehension. This approach aims to facilitate the progress of all students, including students furthest from educational justice, which may include students with disabilities, multilingual learners, socioeconomic disadvantaged, homeless, foster, black, Latinx, and Native American youth.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

MY Academy has developed this broad goal to address the diverse needs of students at MY Academy Charter School. The overarching aim is to support every student in achieving academic success. To achieve this, the focus is on closely monitoring each student's academic progress. Continuous monitoring of student data allows for promptly identifying those who may be struggling and implementing necessary interventions. The goal is to ensure that all students, including those who may arrive credit deficient, are equipped with the essential reading and math skills required to pass their classes and graduate. Given that over 70% of students fall into at-risk categories, the school operates as a Dashboard Alternative School Status (DASS) Community of Practice. Various metrics such as Exact Path, CAASPP, ELPAC, and end-of-course assessments are tracked to ensure students remain on track towards graduation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Student Achievement: Course Completion Rate	93.3% Course Completion Rate	96% Course Completion Rate		Maintain an average course completion rate of 85% or higher, as measured by the	Increased course completion rate by 2.7%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					number of courses completed and subsequent credits earned	
1.2	Student Achievement: Graduation Rate	<p>Dashboard All Grad Rate 2022-23: 46%</p> <p>DASS Graduation Rate: 2022-23: 75%</p>	<p>Dashboard All Grad Rate 2023-24: 62.2%</p> <p>DASS Graduation Rate: 2023-24: 90.4%</p>		<p>Adult drop-out recovery program student population (ages 18 - 25): 85% Graduation Rate</p> <p>School-aged student population: 90% Graduation Rate</p>	<p>Increased All Grad Rate by 16.2%.</p> <p>Increased DASS Graduation rate by 15.4%.</p>
1.3	Student Achievement: CAASPP ELA	<p>2023 Baseline: ELA met or exceeded:</p> <p>All Students: 34.44%</p> <p>English Learners: No Data</p> <p>Socioeconomic: 27.11%</p> <p>Special Ed: 9.09%</p> <p>11th grade outcomes (EAP)</p> <p>Level 1 (Standard Not Met): 34.29%</p> <p>Level 2 (Standard Nearly Met): 22.86%</p> <p>Level 3 (Standard Met): 25.71%</p> <p>Level 4 (Standard Exceeded): 17.14%</p>	<p>2024 Data:</p> <p>All Students: 22.64%</p> <p>English Learners: No Data</p> <p>Socioeconomic: 15.39%</p> <p>Special Ed: 0.0%</p> <p>11th grade outcomes (EAP)</p> <p>Level 1 (Standard Not Met): 52.83%</p> <p>Level 2 (Standard Nearly Met): 24.53%</p> <p>Level 3 (Standard Met): 16.04%</p>		yearly 2% increase	<p>For met or exceeded: All Students decreased by 11.8%</p> <p>EL -No Data</p> <p>Socioeconomic decreased by 11.32%</p> <p>Special Ed decreased by 9.09%</p> <p>11th Grade Outcomes: Level 1 (Standard Not Met) increased by 18.54%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Level 4 (Standard Exceeded): 6.6%			Level 2 (Standard Nearly Met) increased by 1.67% Level 3 (Standard Met) decreased by 9.67%. Level 4 (Standard Exceeded) decreased by 10.54%
1.4	Student Achievement: CAASPP Math	<p>2023 Baseline: Math met or exceeded:</p> <p>All Students: 11.11% English Learners: No Data Socioeconomic: 8.47% Special Ed: 0%</p> <p>11th grade outcomes (EAP): Level 1 (Standard Not Met): 62.86% Level 2 (Standard Nearly Met): 25.71% Level 3 (Standard Met): 5.71% Level 4 (Standard Exceeded): 5.71%</p>	<p>2024 Data:</p> <p>All Students: 7.92% English Learners: No Data Socioeconomic: 5.48% Special Ed: 0%</p> <p>11th grade outcomes (EAP): Level 1 (Standard Not Met): 74.26% Level 2 (Standard Nearly Met): 17.82% Level 3 (Standard Met): 5.94% Level 4 (Standard Exceeded): 1.98%</p>		yearly 2% increase	<p>For Met or Exceeded: All Students decreased by 3.19% English Learners: No Data Socioeconomic decreased by 2.99% Special Ed: 0%</p> <p>11th grade outcomes (EAP): Level 1 (Standard Not Met) increased by 11.4% Level 2 (Standard Nearly Met) decreased by 7.89% Level 3 (Standard Met) increased by .23%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Level 4 (Standard Exceeded) decreased by 3.73%
1.5	Student Achievement: CAASPP Science	2023 Science met or exceeded: All Students: 17.46% English Learners: No Data Socioeconomic: 10.81% Special Ed: No Data	2024 Data: All Students: 13.51% English Learners: No Data Socioeconomic: 6.66% Special Ed: No Data		yearly 2% increase	All students decreased by 3.95% Socioeconomic decreased by 4.15%
1.6	Student Achievement: ELPAC (English Language Proficiency Assessment for California)	2022-2023 Level 1 (Beginning to Develop): 16.67% Level 2 (Somewhat Developed): 27.78% Level 3 (Moderately Developed): 50% Level 4 (Well Developed): 5.56% 19.6% reclassification rate	2023-2024 Level 1 (Beginning to Develop): 15.63% Level 2 (Somewhat Developed): 37.50% Level 3 (Moderately Developed): 34.38% Level 4 (Well Developed): 12.50% 17% reclassification rate		yearly 2% increase	Level 1 (Beginning to Develop): decreased by 1% Level 2 (Somewhat Developed): increased by 10% Level 3 (Moderately Developed): decreased by 16% Level 4 (Well Developed): increased by 7% reclassification rate decreased by 2.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	State Standards: Implementation of State Standards and access to curriculum-aligned instructional materials	<p>Standard Met Curriculum and instructional materials are aligned to State Standards.</p> <p>Full Implementation and Sustainability in providing professional learning for teaching to the academic standards in ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science</p> <p>Full Implementation and Sustainability in making instructional materials that are aligned to the academic standards available in ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science</p>	<p>Standard Met Curriculum and instructional materials are aligned to State Standards.</p> <p>Full Implementation and Sustainability in providing professional learning for teaching to the academic standards in ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science</p> <p>Full Implementation and Sustainability in making instructional materials that are aligned to the academic standards available in ELA, ELD, Mathematics, Next Generation</p>		Maintain implementation and sustainability of the State Standards against the CDE State Standards Reflection Too	Standard met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Science Standards, History-Social			
1.8	State Local Indicator Basic Services: Conditions of Learning, State Priority: Basic Qualified and Effective Teachers, Teacher Credentialing	Standard Met 100% of teachers are appropriately credentialed for the courses they teach MY Academy is online-based and the FIT does not apply.	Standard Met 100% of teachers are appropriately credentialed for the courses they teach MY Academy is online-based and the FIT does not apply.		Maintain 100% of teachers are appropriately credentialed for the courses they teach	Baseline Met- 100% of teachers are appropriately credentialed for the courses they teach MY Academy is online-based and the FIT does not apply.
1.9	State Local Indicator Basic Services: Conditions of Learning: Textbooks: Availability of textbooks and other instructional materials	Standard Met 0% Students lacking textbooks and other instructional materials	Standard Met 0% Students lacking textbooks and other instructional materials		Maintain the availability of online, textbook, and teacher created curriculum to meet the individual needs of students	Met Baseline 0% Students lacking textbooks and other instructional materials
1.10	Parsec Education-Distance from Standard vs. Enrollment Length metric	2023-2024 Math: When students are enrolled for 3 years, DFS increases 10 points, on average. ELA: When students are enrolled for 3 years, DFS increases 15 points, on average.	2023-2024 Math: When students are enrolled for 3 years, DFS increases 10 points, on average. ELA: When students are enrolled for 3 years, DFS		Maintain 2% yearly increase in DFS	Year 1 metric

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			increases 15 points, on average.			

Goal Analysis [2024-25]

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

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

There were no substantive differences in planned actions and actual implementation of these actions.

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

1.3 Actual expenditures were greater than budgeted expenditures because of the increased cost of curricula.

1.4 Actual expenditures were greater than budgeted expenditures because of the increased frequency of all staff professional development.

1.6 Budgeted expenditures were less than actual expenditures because of HR-related leaves to employees and the time required to backfill those services.

1.8 Actual expenditures were greater than budgeted expenditures because increased enrollment necessitated hiring an additional Student Success Coordinator and Content Area Specialists.

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

Effectiveness of Action 1.1: A comprehensive assessment of student performance was undertaken by developing an individualized MY PLAN for each student at Motivated Youth Academy (MYA). Learning Facilitators (LF's) regularly reviewed students' MY PLAN throughout the school year and adjusted learning plans as needed, ensuring all students had access to a diverse curriculum. This consistent hands-on approach with students led to an increase in course completion rate and graduation rates.

Effectiveness of Action 1.2: The Guidance Counselor engaged in one-on-one sessions with students to review transcripts and grades, collaborating with the Assistant Director and Learning Facilitator's to monitor student groups and devise targeted interventions. This approach led to enhanced student access to a varied curriculum and improvements in both skills and academic progress. This method contributed to the 16% rise in the overall graduation rate and increase in course completion rate.

Effectiveness of Action 1.3: MY Academy provided all students with access to a diverse curriculum through platforms like Edmentum Courseware, Exact Path, Thrively, Freckle and Pathful. Additionally, Learning Facilitator's were equipped with various resources such as Khan Academy, CommonLit, SDCOE Curriculum, Next Generation Personal Finance (NGPF), ZINN Education, PHet Colorado, and supplementary teacher curriculum, ensuring robust support for student success. While we have maintained all student access to curriculum and have seen an increase in course completion and graduation rates this still remains an area of focus due to declining performance on state tests.

Effectiveness of Action 1.4: MY Academy implemented professional development sessions throughout the academic year, including during Kick-Off Week and weekly staff meetings. These efforts, which included a professional development series on Radical Dreaming and creating personalized learning experiences for all students, increased both course completion and graduation rates.

Effectiveness of Action 1.5: Parent training sessions were integrated into weekly meetings with Learning Facilitator's (LF), where LF's shared updates, strategies, and resources to aid independent student learning. This initiative bolstered parental understanding of assessment methods for measuring student growth, increasing course completion rate and graduation rates.

Effectiveness of Action 1.6: The addition of one Special Education Instructional Assistant (SPED IA) proved instrumental in reaching the participation goal in state testing. Their support ensured that students with special needs received the accommodations and assistance necessary for full participation, contributing significantly to the overall success.

Effectiveness of Action 1.7: Classified staff, additional Content Area Specialists, Exact Path, Freckle, News2You, and EL Foundations contributed significantly to students' academic progress by addressing learning gaps and enhancing basic language skills. This was reflected in an increase in course completion rate, graduation rate, and EL reclassification rate.

Effectiveness of Action 1.8: The Student Success Coordinators played a crucial role in eliminating barriers hindering student engagement and academic achievement, leading to a reduction in chronic absenteeism. The addition of two SSCs continues to further bolster the efforts, allowing us to reach the goal with greater efficiency and effectiveness.

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.

Moving forward into the next academic year, the focus will remain steadfast on the holistic development of students through the implementation of initiatives centered around cultivating their MY PLAN, regularly revisiting it, and fostering a culture of radical dreaming. Key actions will include personalized support to ensure students are equipped with the tools and resources needed to identify and pursue their aspirations. MY Academy will continue to emphasize the importance of course completion and graduation rates as primary metrics to gauge progress, alongside academic measurements. By intertwining these efforts with the concept of radical dreaming, MY Academy aims to inspire students to envision ambitious futures for themselves while providing the necessary guidance and support to turn those dreams into reality. MY Academy included a new metric, "Parsec Education- Distance from Standard vs. Enrollment Length" to better showcase MY Academy's reality of students who come to us and then slowly improve. Due to a reimagining of the school's staffing plan, the role of Student Success Coordinator no longer exists.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Achievement - Student Achievement	1.1 MY Academy will engage in an in-depth analysis of student assessment to provide effective instruction and a challenging and engaging independent study program.	\$0.00	No
1.2	Monitoring Student Progress - Student Achievement, School Counselor	1.2 The School Counselor will oversee the academic progress of all students, including Hispanic students and socioeconomically disadvantaged students, low-income pupils, Foster Youth, English Learners, and Students with Disabilities by regularly assessing their proficiency in state and local assessments. This review process aims to evaluate student learner outcomes comprehensively, ensuring academic success. If necessary, the counselor will refer students to the Response to Intervention (RTI), Student Success Team (SST), or Individualized Education Program (IEP) team for additional support and intervention. (LI, FY, EL, SWD) Total allocation of funds can be found in Goal 4, Action 4	\$0.00	Yes
1.3	Academic Content - Implementation of State Standards - Curriculum, Materials and Supplies	1.3. All students will have access to a broad course of study and materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards-aligned content	\$121,160.00	No
1.4	Professional Development	1.4 Provide professional development opportunities for teachers to equip them with information and resources to better serve their students (ALL, EL, SWD, FY, LI) and educational partners (parents, extended family members, and educational rights holders).	\$17,700.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Learner Outcomes - Student Achievement	1.5 Students will be provided with instructional strategies connected to the grade level curriculum to become creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners. (WASC) (All Students) (CSI)	\$0.00	
1.6	Other Student Outcomes - SWD test participation, Certificated staff, SPED staffing costs	1.6 The Motivated Youth Academy Charter School Performance Indicator Review (PIR) plan will continue to monitor for progress of the planned strategies/activities to improve the participation rate of Students with Disabilities (SWDs) in ELA and Mathematics CAASPP tests.	\$686,296.00	No
1.7	Interventions - Classified Salaries, Content Area Specialists, Exact Path, EL Foundations	1.7 Targeted interventions for students (ALL, EL, SWD, FY, SED) struggling to meet grade level proficiency through increased services and supports for unduplicated students.	\$494,704.00	Yes
1.8	Academic Achievement Student Achievement-Student Success	1.8 Student Services Office Assistant to increase services and supports for unduplicated students.	\$75,194.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	MY Academy will cultivate engagement and a positive school environment by delivering top-notch educators, implementing best practices, and employing interventions to guarantee the engagement and achievement of all students, including students furthest from educational justice, which may include students with disabilities, multilingual learners, socioeconomic disadvantaged, homeless, foster, black, Latinx, and Native American youth.	Maintenance of Progress Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

We recognize that students who consistently attend school demonstrate higher levels of engagement, achievement, and graduation rates. The goal and actions prioritize fostering engagement and connectedness among students, families, and teachers to achieve a high average daily attendance.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rate	94%	93%		Attendance rate of 85% or higher	Attendance rate decreased 1% from prior year. Year 3 goal met.
2.2	Expulsion Rate	0%	0%		Expulsion rate of 5% or less	Expulsion Rate remained at 0%, meeting the baseline.
2.3	Suspension Rate	0%	0%		Suspension rate of 5% or less	Suspension Rate remained at 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						meeting the baseline.
2.4	Chronic Absenteeism	2022-23 Chronic Absenteeism: All: (294), (47) 16.0% Hispanic: (163), (23) 14.1% Am. Indian: (14), (3) 21.4% White: (74), (15) 20.3% EL: (25), (9) 36% Socioeconomic:(224), (41) 18.3% Students with Disabilities: (58), (10) 17.2%	2023-24 Chronic Absenteeism: All: (322), (48) 14.9% Hispanic: (175), (22) 12.6% Am. Indian: (24), (3) 12.5% White: (72), (11) 15.3% EL: (33), (6) 18.2% Socioeconomic:(234), (36) 15.4% Students with Disabilities: (74), (19) 25.7%		Annually increase attendance rate to decrease chronic absenteeism rate by 5%.	2023-24 Chronic Absenteeism: All: decreased 1.1% Hispanic: decreased 1.5% Am. Indian: decreased 8.9% White: decreased 5% EL: decreased 17.8% Socioeconomic: decreased 2.9% Students with Disabilities: increased 8.5%
2.5	Basic Qualified/Effective Teachers	100% of teachers are appropriately credentialed for the courses they teach	100% of teachers are appropriately credentialed for the courses they teach		Maintain 100% of teachers are appropriately credentialed for then courses they teach	Maintained 100% of teachers being appropriately credentialed for the courses they teach.

Goal Analysis [2024-25]

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

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

There were no substantive differences in planned actions and actual implementation of these actions.

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

2.2 Budgeted expenditures were less than actual expenditures because of HR-related leaves to employees and the time required to backfill those services.

2.3 Budgeted expenditures were less than actual expenditures because the school maintained existing technology, resulting in a reduced necessity to purchase new equipment.

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

Effectiveness of Action 2.1: MY Academy's ongoing efforts to enhance school climate and student engagement has resulted in reduced chronic absenteeism rate and maintenance of attendance goals.

Effectiveness of Action 2.2: MY Academy diligently maintained a roster of highly qualified multiple and single-subject teachers, ensuring a 100% qualification rate. Furthermore, in alignment with the commitment to student equity and tailored support, we've expanded the team by recruiting 2.5 additional fully credentialed Learning Facilitators (LF) and a .5 Special Education (SPED) Case Manager.

Effectiveness of Action 2.3: Every student at Motivated Youth Academy (MYA) now possesses technology devices facilitating access to a diverse range of courses, completing curriculum requirements, and utilizing essential tools. This accessibility has contributed to the maintenance of attendance rate goals.

Effectiveness of Action 2.4: Staff engages with students, parents, and educational partners on a weekly basis at mutually-agreed-upon locations, offering crucial updates, soliciting feedback, and providing resources. These regular interactions have positively impacted various key metrics for unduplicated students, including reductions in chronic absenteeism, maintenance of 0% suspension and expulsion rates, state testing participation, and meeting attendance goals.

Effectiveness of Actions 2.5 and 2.6: In response to the emotional and mental health needs of both students and staff, and in pursuit of equity, MY Academy implemented COPEs and The Cook Center for Human Connection, a mental health referral system integrated into the staff portal. Additionally, ongoing professional development initiatives have equipped staff with the necessary skills to support students comprehensively. These efforts, including cultural awareness training and increased interaction with students, have fostered a safer learning environment, leading to maintenance of attendance goals and decreased chronic absenteeism.

Effectiveness of Actions 2.7 and 2.8: Comprehensive training in Youth Mental Health First Aid and suicide prevention, coupled with an enhanced referral process facilitated by the Student Success Coordinators, counselor, and school psychologist, have further fortified the supportive learning environment at MYA. This inclusive approach has contributed to maintenance of attendance goals and decreased chronic absenteeism.

Effectiveness of Action 2.9: The support system has been refined to incorporate vigilant monitoring of chronic absenteeism by key educational partners, including the Student Success Coordinators, LFs, the Interim Assistant Director, and other school staff. This proactive

approach has notably enhanced the learning conditions for students, resulting in maintenance of attendance goals and reduced chronic absenteeism.

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

This school year, the focused efforts to improve attendance rate and cultivate a positive school climate have led to measurable success, such as a decrease in chronic absenteeism. However, this school year saw a slight decline in attendance toward the end of the year, prompting the implementation of schoolwide interventions. These interventions will continue to be monitored and refined in the coming school year to sustain progress. Next school year, MY Academy remains committed to maintaining strong attendance, reducing chronic absenteeism, and fostering a supportive environment that prioritizes student well-being and academic achievement. Due to a reimagining of the school's staffing plan, the role of Student Success Coordinator no longer exists.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	School Climate - 4.2 School Counselor	The emphasis will be on enhancing school climate and student engagement, with a specific aim to maintain or increase by reducing chronic absenteeism by 2% annually. MY Academy will ensure the availability of interventions at all educational tiers, along with dedicated School Counselors and Credit Recovery Options for secondary-level students. (WASC)	\$0.00	No
2.2	Highly Qualified Teachers - Basic Services - Salaries and Benefits	2.2 To meet the needs of students and to ensure equity, MY Academy will recruit and retain highly qualified multiple and single subject teachers and maintain their appropriate assignment in the subject areas of the pupils they are teaching; and, hire highly qualified classified staff according to their job description.	\$1,595,469.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	Technology - Course Access, Laptops and Hotspots	2.3 Purchase technological devices and offer professional development to enhance student engagement and cultivate 21st-century skills. Additionally, MY Academy will ensure access to instruction as required. Moreover, the school will provide targeted instruction to enhance or augment services for unduplicated students in utilizing technology, including but not limited to Google applications, presentation tools, Chrome extensions, and visual/audio learning aids.	\$171,343.00	Yes
2.4	Student Progress Communication - Parent Involvement	2.4 MY Academy will maintain regular communication with parents to keep them informed about their child's progress, upcoming events, and to enhance their understanding and support for the importance of assessments as a tool for improving learning outcomes. The goal is to achieve 95% participation in all required assessments across all student groups.	\$0.00	Yes
2.5	Professional Development - School Climate	2.5 MY Academy will create a comprehensive plan to establish an equitable learning environment that addresses the social, emotional, and mental health needs of both students and staff. This plan will encompass preventive measures, responsive actions, and aftercare strategies. The school will systematically collect and review data to assess the effectiveness of the plan and actions, and allocate resources and provide professional development accordingly.	\$0.00	No
2.6	Professional Development - School Climate	2.6 Professional Development/training in Cultural Awareness	\$0.00	No
2.7	Professional Development - School Climate	Training in Youth Mental Health First Aid and training in referral to available community resources through counselors, school psychologists, and other school staff. (WASC)	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.8	Professional Development - School Climate	Address suicide prevention intervention, and post-intervention (i.e. intervention for the bereaved) for all students and staff through the adoption of board policies and annual staff training.	\$0.00	No
2.9	School Climate	2.9 MY Academy will identify, monitor, and support all students who are struggling with regular attendance with particular emphasis on unduplicated student populations.	\$0.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	MY Academy will establish connections and partnerships with families and community to increase engagement and involvement and ensure safety and satisfaction to support student learning and achievement for all students, including students furthest from educational justice, which may include students with disabilities, multilingual learners, socioeconomic disadvantaged, homeless, foster, black, Latinx, and Native American youth. Effective and meaningful transparent communication will provide all educational partners opportunities for input in decision-making at the program and charter levels.	Maintenance of Progress Goal

State Priorities addressed by this goal.

<p>Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)</p>
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An explanation of why the LEA has developed this goal.

Maintenance Goal that includes actions that are ongoing and allows MY Academy to track performance on any metrics not addressed in the other goals of the LCAP:
 Maintaining connections and partnerships in education with students and parents correlates with students attending school more regularly, earning higher grades, and graduating from high school. Increasing the number and percentages of the input survey participants provides an opportunity to develop collaborative academic relationships with students and parents, and establish community partnerships.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance Rate	94%	93%		Attendance rate of 85% or higher	Attendance rate decreased by 1%.
3.2	Expulsion Rate	0%	0%		Expulsion rate of 5% or less	Met the baseline at 0%.
3.3	Suspension Rate	0%	0%		Suspension rate of 5% or less	Met the baseline at 0%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	LCAP Input Survey	2023: 92 participants 20.7% English Learners 4.3% Low Socioeconomic 15.2% Students with Disabilities 53.3% Student participant 24.9% Parent participant 5.4% Community member participant	2024: 112 participants		Increase LCAP Input Survey Participation by 5% annually.	21% increase in participation
3.5	LCAP Input Survey - Overall Satisfaction Rate	92.4% of survey respondents overall, feel satisfied with their child's school. 96.7% of survey respondents overall, feel satisfied with the school in providing student support in attaining their academic goals. 97.8% of survey respondents overall, feel satisfied with the school in providing input opportunities for me to participate in the school and my child's education.	Parent Survey Sentiments: 81% Positive 15% Neutral/Mixed 4% Negative Student Survey Sentiments: 61% Positive 31% Neutral/Mixed 8% Negative Qualitative Survey Themes: Personalized learning plans enhance student motivation and development		Achieve 95% Satisfaction Rate	New survey responses were more qualitative than quantitative in nature so the results do not allow for a direct comparison. Baseline data for 25-26 school year will be based on 24-25 data. UPDATE: Say this differently "a more comprehensive survey tool"

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Teachers support student growth and success Flexible programs cater to individual learning needs MY Academy provides well-rounded and challenging education			
3.6	Parent and Family Engagement Policy Review	Parent and Family Engagement Policy reviewed annually	add date - Melissa to check with Bill when this was updated through the board		Review and update annually	Annually reviewed and updated.
3.7	School Safety Plan and Training	All School Staff trained annually	August 26, 2024		Review and train annually	Annually reviewed and trained

Goal Analysis [2024-25]

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

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

No substantive differences in planned actions and actual implementation of these actions

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

3.2 Actual expenditures were greater than budgeted expenditures because of increased costs from vendors providing communication tools, including R&B Communications.

3.5 Budgeted expenditures were greater than actual expenditures because of increased efficiency in the multiple methods of communication to establish connections and partnerships with families and community.

3.6 Actual expenditures were greater than budgeted expenditures because increased enrollment required additional IT services.

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

Effectiveness of Action 3.1: MY Academy held four parent and educational partner orientation meetings, two in English and two in Spanish to welcome students and families to MY Academy. Enhancing parental involvement, an evaluation of educational partnerships incorporated SSC meetings, EPAC meetings, EPAC LCAP/School Planning Input Survey, and the Google Family Feedback system. Tracking of student/parent/Learning Facilitators (LF) meetings has commenced in the Student Information System (SIS), leading to an increase in response rates to input surveys through targeted outreach efforts. Additionally, MY Academy credits part of the increase in response to sending the EPAC survey out in English and Spanish this year, directly supporting the EL population. This school year MY Academy started using a qualitative survey to solicit feedback from parents which resulted in a more robust and well-rounded feedback.

Effectiveness of Action 3.2: Fostering partnerships for student success involved weekly meetings with parents, educational partners, students, and Learning Facilitators, the dissemination of notifications for board meetings, SSC, and EPAC meetings via the website and social media platforms, along with Community Partner Newsletters, EPAC LCAP/School Planning Input Survey, Educational Partner communications through weekly emails, and regular social media updates. While the input survey participation has increased, participation in SSC, EPAC, and ELAC meetings remains a growth area.

Effectiveness of Action 3.3: MY Academy prioritized relationship-building through weekly meetings with parents, educational partners, students, and Learning Facilitators, by ensuring an inclusive and accessible learning environment through SSC meetings, EPAC meetings, EPAC LCAP/School Planning Input Survey, the Google Family Feedback system, Daily Live Interaction, and New Hire Orientation sessions. This concerted effort resulted in an increase in participation in the EPAC input survey and family satisfaction on the survey. SSC and EPAC meeting attendance decreased throughout the school, making this a continued need at MY Academy.

Effectiveness of Action 3.4: MY Academy was trained on the School Safety Plan on August 26, 2024. A secure learning environment was supported through initiatives like New Hire Orientation, weekly check-in meetings, Back-to-School Kickoff Week, the COPES program for mental health and suicide prevention, and Project Safe. These efforts helped foster a strong sense of safety and connection within the MY Academy community.

Effectiveness of Action 3.5: Office clerical staff provide translated documents, records, and statements, while Student Administrative Services Technicians and classified staff support student engagement, performance, and parent involvement. As a result, MY Academy maintained attendance, suspension, and expulsion rates and there was an increase in educational partners and students who reported feeling connected to MY Academy.

Effectiveness of Action 3.6: The operational functioning of the school, led by the director in collaboration with key partners, fostered a school environment where the vast majority of survey respondents reported feeling safe and connected.

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.

Despite ongoing efforts, MY Academy has continued to experience low parent engagement in EPAC and SSC meetings. As a result, the goal of increasing family and community engagement remains a priority in the upcoming school year. In the year ahead, the school will focus on building stronger relationships with families early in the academic year to promote meaningful collaboration. While survey feedback has been positive overall, difficulties in encouraging parent participation in virtual meetings highlight the need to strengthen teacher-family connections and increase involvement in school events and decision-making processes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Educational Partner Engagement and Partnerships	3.1 MYA will solicit parent input via surveys, meetings, and conferences to gauge educational partner engagement and ensure transparent communication, fostering opportunities for all parents to participate and provide input, with specific emphasis on Hispanic students and socioeconomically disadvantaged students.	\$0.00	No
3.2	R&B Communication -Student Engagement/Parent Involvement	3.2: MYA will build relationships with all students by ensuring timely notification of surveys, parent meetings, and board meetings to all families via email, website, and social media, prioritizing engagement of unduplicated students, with particular emphasis on Hispanic students and socioeconomically disadvantaged students. This is a required action due to low performance for Hispanic and SED students.	\$20,640.00	
3.3	Student Engagement/Parent Involvement and Relationships Safe School	3.3 MYA will build relationships by fostering inclusive and safe learning environments for all educational partners, including parents, extended family, teachers, and students, particularly targeting Hispanic students and socioeconomically disadvantaged students. This is a required action due to low performance for Hispanic and SED students.	\$0.00	

Action #	Title	Description	Total Funds	Contributing
3.4	School Climate- Safe Learning Environment	3.4 MYA will continue to maintain a safe learning environment for all students by training the teachers and staff on schoolwide safety plans.	\$0.00	No
3.5	School Climate - Student Administrative Technician and classified staff to support student engagement, performance, and parent involvement.	3.5: Provide translation as necessary upon request for notices and documents sent to EL students, parents, or guardians (EL). Utilize Student Administrative Technicians and classified staff to enhance student engagement, performance, and parental involvement.	\$28,483.00	Yes
3.6	Basic Services- Operations of the School: Charter Impact, Keyn Solutions	3.6 Operations of the school	\$161,349.00	No
3.7	Student Engagement	3.7 Develop opportunities for all students, specifically English Learners, Foster Youth, and Socioeconomically Disadvantaged, to participate in group activities: CTE, College visit opportunities, Collaborative learning opportunities, sports, and leadership opportunities.	\$0.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	MY Academy will ensure that all students, including students furthest from educational justice, which may include students with disabilities, multilingual learners, socioeconomic disadvantaged, homeless, foster, black, Latinx, and Native American youth, have access to college and career opportunities while in high school and are on track to graduate from high school.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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An explanation of why the LEA has developed this goal.

With a dedicated focus on assisting students in reaching their goals of high school graduation and readiness for college and career, this goal emphasizes the monitoring of individual student progress toward graduation. Continuous assessment of student data is vital in identifying those who may be facing challenges, enabling timely interventions to support their journey to successful course completion and graduation. MY Academy monitors metrics such as Graduation Rate, College/Career Preparedness, and CTE participation to ensure students are on the right path towards graduation and their aspirations beyond.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Student Achievement: Graduation Rate	<p>Dashboard All Grad Rate 2022-23: 46%</p> <p>DASS Graduation Rate: 2022-23: 75%</p>	<p>Dashboard All Grad Rate 2023-24: 62.2%</p> <p>DASS Graduation Rate: 2023-24: 90%</p>		<p>Adult drop-out recovery program student population (ages 18 - 25): 85% Graduation Rate</p>	<p>Increased All Grad Rate 16.2%</p> <p>Increased DASS Grad Rate 15%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					School-aged student population - 90% Graduation Rate	
4.2	Student Achievement: Course completion rate	Course Completion Rate: 93.3%	Course Completion Rate: 96%		Maintain an average course completion rate of 85% or higher, as measured by the number of courses completed and subsequent credits earned	Increased Course Completion rate 2.7%
4.3	Access to a Broad Curriculum: College/Career Prepared Pupils enrolled and completion in A-G courses required for UC/CSU Admission	2023 College/Career Prepared Rate Students enrolled in UC/CSU Admission 23.35% Graduates who completed all courses for UC/CSU: 6.24%	2024 College/Career Prepared Rate Students enrolled in UC/CSU Admission 21.6% Graduates who completed all courses for UC/CSU: 10.4%		Increase the A-G course participation and completion annually by 2% to increase the College/Career Prepared Rate	Students enrolled in UC/CSU courses decreased 1.7% Graduates that completed all UC/CSU courses increased 4.16%
4.4	Access to a Broad Curriculum: College and Career Indicators	8.3% prepared 6.7% approaching prepared 85% not prepared	10.8% prepared 10.8% approaching prepared 78.4% not prepared		Increase prepared and approaching prepared by 2% annually.	Students prepared increased 2.5% Students approaching prepared increased 4.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Students not prepared decreased 6.6%

Goal Analysis [2024-25]

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

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

No substantive differences in planned actions and actual implementation of these actions

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

4.1 Budgeted expenditures were less than actual expenditures because fewer amount of students elected to take CTE courses.

4.2 Actual expenditures were greater than budgeted expenditures because the school counselor's position was able to be fully devoted to this goal, and other work the counselor was responsible for was reassigned to an Administrative Services Technician.

4.5 Actual expenditures were greater than budgeted expenditures because travel expenses to engage students were more expensive than anticipated.

4.6 Actual expenditures were greater than budgeted expenditures because of a significant increase in EL students who needed to complete initial and summative ELPAC testing.

4.7 Actual expenditures were greater than budgeted expenditures due to the increased enrollment of students receiving support at the Education Center of the Campo Kumeyaay Nation, La Posta Band of Mission Indians and the Manzanita Band of Diegueno Mission Indians.

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

Effectiveness of 4.1: Collaboration with community organizations such as the Possibility Project, One Safe Place, A Safe Place, the San Diego Housing Commission and the California Indian Manpower Consortium and partnership with eDynamic learning has impacted progress towards goal 4, leading to a significant uptick in students prepared and approaching prepared.

Effectiveness of 4.2: A comprehensive monitoring system has been established to track students' progress from middle school through high school, identifying those who may be struggling. This includes the deployment of a full-time counselor, full-time Student and Administrative

Services Technician, transcript audits, specialized content area support, and weekly one-on-one meetings. Consequently, all students have access to a diverse range of academic pursuits, contributing to higher course completion rates, higher graduation rates, and an increase in students who are prepared for College and Career.

Effectiveness of 4.3: High-quality instruction and curriculum aimed at fostering college and career readiness have been implemented, supported by academic resources such as the Edmentum Catalog (comprising the A-G library and CTE library), Freckle, eDynamics, Thrively, and Pathful. When necessary, the SST process is initiated by the Learning Facilitator (LF) and executed by the Assistant Director. As a result, all students have access to a broad range of academic opportunities, contributing to higher course completion rates, higher graduation rates, and an increase in students who are prepared for College and Career.

Effectiveness of 4.4: The School Counselor provides targeted interventions through monthly staff development and assessment meetings. This ensured all students have access to a broad course of study, resulting in a 3% increase in A-G requirement fulfillment. Additionally, there was a notable increase in students who are prepared or approaching prepared on the College and Career indicator. UPDATE PERCENTAGES

Effectiveness of 4.5: The addition of two full-time Student Success Coordinators has increased student connection to community wrap-around services and the school community, resulting in an increase in graduation rate and course completion rate.

Effectiveness of 4.6: The English Learner (EL) Testing Specialist has achieved a 100% completion rate for initial ELPAC assessments and a 78% completion rate for summative ELPAC assessments through effective training, communication, and feedback.

Effectiveness of 4.7: Following the lifting of COVID restrictions, monthly transit passes and YMCA memberships are once again available, ensuring that all students have access to transportation to and from their student/teacher meetings, leading to improved course completion rate and graduation rate.

Effectiveness of 4.8: Counseling services are provided to assist students in planning their post-secondary goals and connecting them with the Possibility Project. These supports, facilitated by a full-time Counselor who collaborates with all Learning Facilitators and students, including those with disabilities, on transition goals, ensures that students have access to a diverse range of academic pathways. This has led to an increase in students who are prepared for college and career.

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.

MY Academy achieved a commendable 16.2% rise in all graduation rates and witnessed more students who are prepared in College and Career indicators and students fulfilling UC/CSU prerequisites. The school will continue its focus on graduation rates and College and Career Indicators. Due to a reimagining of the school's staffing plan, the role of Student Success Coordinator no longer exists.

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
4.1	CTE - Course Access - KRA	4.1: Develop a comprehensive College and Career Readiness program, expand Career Technical Education offerings, and facilitate connections between high school/young adults and community resources and agencies, with a specific focus on serving English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	\$48,521.00	Yes
4.2	Student Achievement-School Counselor	4.2 Track all students' progress from middle school to high school to pinpoint those facing challenges with consistent attendance and course completion, with a particular emphasis on Hispanic students and socioeconomically disadvantaged students, ensuring they remain on the path to high school graduation.	\$241,939.00	Yes
4.3	Course Access-Curriculum, Instruction, Interventions	4.3 Deliver top-notch instruction and curriculum that fosters college and career readiness while incorporating academic interventions for all students, with special attention given to Hispanic students and socioeconomically disadvantaged students. Evaluate and enhance the high school curriculum to ensure it remains engaging and rigorous, effectively supporting college and career preparedness.	\$0.00	No
4.4	Student Achievement Academic Interventions	4.4 The School Counselor will review student transcripts to facilitate credit recovery and completion of an A-G Pathway for all students. They will also ensure struggling students, particularly Hispanic students and Socioeconomically Disadvantaged students, receive suitable interventions, including access to test preparation resources.	\$0.00	
4.5	Student Achievement - Student Progress - Student Success	4.5: The Office Assistant – Student Services will enhance access for all students, including English Learners, Foster Youth, Socioeconomically Disadvantaged, other unduplicated student groups, and students with disabilities, by fostering stronger connections among teachers, content area specialists, counselors, and the school psychologist. Additionally, they will facilitate connections between students and families and community	\$37,597.00	No

Action #	Title	Description	Total Funds	Contributing
		wrap-around services to create an equitable learning environment. They will identify barriers and provide necessary services to overcome them.		
4.7	Student Achievement - EL Testing Specialist	4.6 English Learner (EL) Testing Specialist	\$37,597.00	Yes
4.8	Student Engagement - Transit passes, YMCA, Campo Ed Center food	4.7 Students, with a focus on English learners, Foster Youth, and Socioeconomically Disadvantaged students, will receive a monthly transit pass, San Diego County YMCA membership, and lunch at the Campo Education Center upon student request or staff recommendation, as needed.	\$9,000.00	Yes
4.9	Student Engagement	4.8 Counseling services are provided to all students for post-secondary goal planning, including connections to the Possibility Project and other post-graduation opportunities, as well as monitoring students' paths after graduation, with a particular emphasis on Hispanic students and socioeconomically disadvantaged students.	\$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$823,731	\$83,200

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
29.538%	0.000%	\$0.00	29.538%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p>Action: Monitoring Student Progress - Student Achievement, School Counselor</p> <p>Need: Graduation rate needs to increase</p> <p>Scope: LEA-wide</p>	Monitoring student course completion will increase graduation rate.	1.1

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	<p>Action: Professional Development</p> <p>Need: Low graduation rate</p> <p>Scope: LEA-wide</p>	Professional development opportunities provide teachers with resources to support students through graduation	1.2
1.7	<p>Action: Interventions - Classified Salaries, Content Area Specialists, Exact Path, EL Foundations</p> <p>Need: Reducing disparity between ALL students and unduplicated students</p> <p>Scope: LEA-wide</p>	Targeted interventions for students (ALL, EL, SWD, FY, SED) struggling to meet grade level proficiency through increased services and supports for unduplicated students.	1.3, 1.4
1.8	<p>Action: Academic Achievement Student Achievement-Student Success</p> <p>Need: Reducing disparity between ALL students and unduplicated students</p> <p>Scope:</p>	Targeted interventions for students (ALL, EL, SWD, FY, SED) struggling to meet grade level proficiency through increased services and supports for unduplicated students.	1.3, 1.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.3	<p>Action: Technology - Course Access, Laptops and Hotspots</p> <p>Need: Student use of technology and tools needs improvement</p> <p>Scope: LEA-wide</p>	Use of technology tools will increase student engagement and reduce chronic absenteeism	2.1, 2.4
2.4	<p>Action: Student Progress Communication - Parent Involvement</p> <p>Need: Student participation in state and local assessments to inform instructional practices</p> <p>Scope: LEA-wide</p>	Parent support will increase student attendance and decrease chronic absenteeism	2.1, 2.4
2.9	<p>Action: School Climate</p> <p>Need: Decrease chronic absenteeism</p> <p>Scope: LEA-wide</p>	Monitoring and supporting students that are chronically absent will increase attendance and decrease chronic absenteeism	2.1, 2.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>3.2</p>	<p>Action: R&B Communication -Student Engagement/Parent Involvement</p> <p>Need: Low parent participation in school events, meetings, and surveys</p> <p>Scope:</p>	<p>Building relationships with parents, families, and educational partners will increase participation in school events and surveys and overall satisfaction.</p>	<p>3.4, 3.5</p>
<p>3.3</p>	<p>Action: Student Engagement/Parent Involvement and Relationships Safe School</p> <p>Need: Low parent participation in school events, meetings, and surveys</p> <p>Scope:</p>	<p>Building relationships with parents, families, and educational partners will increase attendance, participation in school events and surveys and overall satisfaction.</p>	<p>3.1, 3.4, 3.5</p>
<p>3.5</p>	<p>Action: School Climate - Student Administrative Technician and classified staff to support student engagement, performance, and parent involvement.</p> <p>Need: Chronic absenteeism rate identified barriers to student participation in education</p>	<p>SSC removes barriers to student participation and success in school to increase attendance rate, maintain suspension and expulsion rates, and increase satisfaction rate.</p>	<p>3.1, 3.2, 3.3, 3.4</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
3.7	<p>Action: Student Engagement</p> <p>Need: Students want collaborative learning opportunities</p> <p>Scope: LEA-wide</p>	<p>Providing opportunities for collaborative learning will increase student attendance, school-connectedness, and satisfaction</p>	3.1, 3.5
4.1	<p>Action: CTE - Course Access - KRA</p> <p>Need: Need for students ages 19-24 to participate in career development programs and employment opportunities</p> <p>Scope: LEA-wide</p>	<p>Connecting students with colleges and community partners will increase student participation in these programs.</p>	4.5
4.2	<p>Action: Student Achievement-School Counselor</p> <p>Need: Low graduation rate</p> <p>Scope: LEA-wide</p>	<p>Targeting students in need will increase course completion rate and graduation rate</p>	4.1, 4.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
4.4	<p>Action: Student Achievement Academic Interventions</p> <p>Need: Low graduation rate</p> <p>Scope:</p>	Counseling services will target students in need and increase course completion rate and graduation rate	4.1, 4.2
4.8	<p>Action: Student Engagement - Transit passes, YMCA, Campo Ed Center food</p> <p>Need: School attendance</p> <p>Scope: LEA-wide</p>	Basic needs must be met in order for students to attend school	4.1, 4.2

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
4.7	<p>Action: Student Achievement - EL Testing Specialist</p> <p>Need: Course completion rate</p> <p>Scope:</p>	EL testing specialist targets needs of EL students to complete courses	4.2

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(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.

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.

MY Academy's low student-to-teacher ratio is 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

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		38.72:1
Staff-to-student ratio of certificated staff providing direct services to students		11.58:1

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$2,788,672	823,731	29.538%	0.000%	29.538%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,695,673.00	\$466,738.00	\$0.00	\$584,581.00	\$3,746,992.00	\$3,135,179.00	\$611,813.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Academic Achievement - Student Achievement	All Students with Disabilities	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
1	1.2	Monitoring Student Progress - Student Achievement, School Counselor	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$0.00	\$0.00				\$0.00	
1	1.3	Academic Content - Implementation of State Standards - Curriculum, Materials and Supplies	All	No					\$0.00	\$121,160.00	\$121,160.00				\$121,160.00	
1	1.4	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$17,700.00	\$7,700.00			\$10,000.00	\$17,700.00	
1	1.5	Learner Outcomes - Student Achievement							\$0.00	\$0.00	\$0.00				\$0.00	
1	1.6	Other Student Outcomes - SWD test participation, Certificated staff, SPED staffing costs	Students with Disabilities	No					\$631,696.00	\$54,600.00	\$367,827.00	\$281,959.00		\$36,510.00	\$686,296.00	
1	1.7	Interventions - Classified Salaries, Content Area Specialists, Exact Path, EL Foundations	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$488,204.00	\$6,500.00	\$494,704.00				\$494,704.00	
1	1.8	Academic Achievement Student Achievement-Student Success	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$75,194.00	\$0.00	\$9,242.00			\$65,952.00	\$75,194.00	
2	2.1	School Climate - 4.2 School Counselor	All	No					\$0.00	\$0.00	\$0.00				\$0.00	
2	2.2	Highly Qualified Teachers - Basic	All	No					\$1,595,469.00	\$0.00	\$976,168.00	\$147,182.00		\$472,119.00	\$1,595,469.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		Services - Salaries and Benefits														
2	2.3	Technology - Course Access, Laptops and Hotspots	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$171,343.00	\$171,343.00				\$171,343.00	
2	2.4	Student Progress Communication - Parent Involvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$0.00	\$0.00				\$0.00	
2	2.5	Professional Development - School Climate	All	No					\$0.00	\$0.00	\$0.00				\$0.00	
2	2.6	Professional Development - School Climate	All	No					\$0.00	\$0.00	\$0.00				\$0.00	
2	2.7	Professional Development - School Climate	All	No					\$0.00	\$0.00	\$0.00				\$0.00	
2	2.8	Professional Development - School Climate	All	No					\$0.00	\$0.00	\$0.00				\$0.00	
2	2.9	School Climate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$0.00	\$0.00				\$0.00	
3	3.1	Educational Partner Engagement and Partnerships	All	No					\$0.00	\$0.00	\$0.00				\$0.00	
3	3.2	R&B Communication - Student Engagement/Parent Involvement	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income			\$0.00	\$20,640.00	\$20,640.00				\$20,640.00	
3	3.3	Student Engagement/Parent Involvement and Relationships Safe School	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income			\$0.00	\$0.00	\$0.00				\$0.00	
3	3.4	School Climate- Safe Learning Environment	All	No					\$0.00	\$0.00	\$0.00				\$0.00	
3	3.5	School Climate - Student Administrative Technician and classified staff to	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$27,483.00	\$1,000.00	\$28,483.00				\$28,483.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		support student engagement, performance, and parent involvement.														
3	3.6	Basic Services-Operations of the School: Charter Impact, Keyn Solutions	All	No					\$0.00	\$161,349.00	\$161,349.00				\$161,349.00	
3	3.7	Student Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$0.00	\$0.00				\$0.00	
4	4.1	CTE - Course Access - KRA	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$48,521.00	\$48,521.00				\$48,521.00	
4	4.2	Student Achievement-School Counselor	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$241,939.00	\$0.00	\$241,939.00				\$241,939.00	
4	4.3	Course Access-Curriculum, Instruction, Interventions	All	No					\$0.00	\$0.00	\$0.00				\$0.00	
4	4.4	Student Achievement Academic Interventions	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income			\$0.00	\$0.00	\$0.00				\$0.00	
4	4.5	Student Achievement - Student Progress - Student Success	All	No					\$37,597.00	\$0.00		\$37,597.00			\$37,597.00	
4	4.7	Student Achievement - EL Testing Specialist	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			\$37,597.00	\$0.00	\$37,597.00				\$37,597.00	
4	4.8	Student Engagement - Transit passes, YMCA, Campo Ed Center food	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$9,000.00	\$9,000.00				\$9,000.00	
4	4.9	Student Engagement	All	No					\$0.00	\$0.00	\$0.00				\$0.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$2,788,672	823,731	29.538%	0.000%	29.538%	\$1,048,529.00	0.000%	37.600 %	Total:	\$1,048,529.00
								LEA-wide Total:	\$1,010,932.00
								Limited Total:	\$37,597.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Monitoring Student Progress - Student Achievement, School Counselor	Yes	LEA-wide	English Learners Foster Youth Low Income		\$0.00	
1	1.4	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income		\$7,700.00	
1	1.7	Interventions - Classified Salaries, Content Area Specialists, Exact Path, EL Foundations	Yes	LEA-wide	English Learners Foster Youth Low Income		\$494,704.00	
1	1.8	Academic Achievement Student Achievement-Student Success	Yes	LEA-wide	English Learners Foster Youth Low Income		\$9,242.00	
2	2.3	Technology - Course Access, Laptops and Hotspots	Yes	LEA-wide	English Learners Foster Youth Low Income		\$171,343.00	
2	2.4	Student Progress Communication - Parent Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income		\$0.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.9	School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income		\$0.00	
3	3.2	R&B Communication - Student Engagement/Parent Involvement			English Learners Foster Youth Low Income		\$20,640.00	
3	3.3	Student Engagement/Parent Involvement and Relationships Safe School			English Learners Foster Youth Low Income		\$0.00	
3	3.5	School Climate - Student Administrative Technician and classified staff to support student engagement, performance, and parent involvement.	Yes	LEA-wide	English Learners Foster Youth Low Income		\$28,483.00	
3	3.7	Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income		\$0.00	
4	4.1	CTE - Course Access - KRA	Yes	LEA-wide	English Learners Foster Youth Low Income		\$48,521.00	
4	4.2	Student Achievement- School Counselor	Yes	LEA-wide	English Learners Foster Youth Low Income		\$241,939.00	
4	4.4	Student Achievement Academic Interventions			English Learners Foster Youth Low Income		\$0.00	
4	4.7	Student Achievement - EL Testing Specialist	Yes	Limited to Unduplicated Student Group(s)	English Learners		\$37,597.00	
4	4.8	Student Engagement - Transit passes, YMCA, Campo Ed Center food	Yes	LEA-wide	English Learners Foster Youth Low Income		\$9,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,223,361.00	\$3,016,416.22

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Academic Achievement - Student Achievement	No		
1	1.2	Monitoring Student Progress - Student Achievement, School Counselor	Yes		
1	1.3	Academic Content -Implementation of State Standards - Curriculum, Materials and Supplies	No	\$87,300.00	\$124,817.68
1	1.4	Professional Development	Yes	\$75,800.00	\$86,390.73
1	1.5	Learner Outcomes - Student Achievement			
1	1.6	Other Student Outcomes - SWD test participation, Certificated and Student Success Coordinator, SPED staffing costs	No	\$560,883.00	\$439,781.57
1	1.7	Interventions - Classified Salaries, Content Area Specialists, Exact Path, EL Foundations	Yes	\$353,319.00	\$353,656.22
1	1.8	Academic Achievement -Student Achievement- Student Success Coordinator	Yes	\$217,516.00	\$248,297.24
2	2.1	School Climate - 4.2 School Counselor	No		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Highly Qualified Teachers - Basic Services - Salaries and Benefits	No	\$1,323,575.00	\$1,042,551.16
2	2.3	Technology - Course Access, Laptops and Hotspots	Yes	\$134,303.00	\$132,097.10
2	2.4	Student Progress Communication - Parent Involvement	Yes		
2	2.5	Professional Development - School Climate	No		
2	2.6	Professional Development - School Climate	No		
2	2.7	Professional Development - School Climate	No		
2	2.8	Professional Development - School Climate	No		
2	2.9	School Climate	Yes		
3	3.1	Educational Partner Engagement and Partnerships	No		
3	3.2	R&B Communication -Student Engagement/Parent Involvement		\$15,175.00	\$18,456.00
3	3.3	Student Engagement/Parent Involvement and Relationships Safe School			
3	3.4	School Climate- Safe Learning Environment	No		
3	3.5	School Climate - Student Administrative Technician and classified staff to	Yes	\$86,150.00	\$67,425.68

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)
		support student engagement, performance, and parent involvement.			
3	3.6	Basic Services- Operations of the School: Charter Impact, Keyn Solutions	No	\$183,565.00	\$211,361.89
3	3.7	Student Engagement	Yes		
4	4.1	CTE - Course Access - KRA	Yes	\$46,880.00	\$45,984.85
4	4.2	Student Achievement-School Counselor	Yes	\$38,537.00	\$98,100.68
4	4.3	Course Access-Curriculum, Instruction, Interventions	No		
4	4.4	Student Achievement Academic Interventions - Thrively		\$3,800.00	\$4,000.00
4	4.5	Student Achievement - Student Progress - Student Success Coordinator		\$62,034.00	\$77,898.00
4	4.6	Student Achievement - EL Testing Specialist	Yes	\$27,514.00	\$56,124.00
4	4.7	Student Engagement - Transit passes, YMCA, Campo Ed Center food	Yes	\$7,010.00	\$9,473.42
4	4.8	Student Engagement	No		

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$934,196.00	\$0.00	\$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Monitoring Student Progress - Student Achievement, School Counselor	Yes				
1	1.4	Professional Development	Yes	\$65,800.00			
1	1.7	Interventions - Classified Salaries, Content Area Specialists, Exact Path, EL Foundations	Yes	\$353,319.00			
1	1.8	Academic Achievement - Student Achievement- Student Success Coordinator	Yes	\$174,683.00			
2	2.3	Technology - Course Access, Laptops and Hotspots	Yes	\$134,303.00			
2	2.4	Student Progress Communication - Parent Involvement	Yes				
2	2.9	School Climate	Yes				
3	3.5	School Climate - Student Administrative Technician and classified staff to support student engagement, performance, and parent involvement.	Yes	\$86,150.00			
3	3.7	Student Engagement	Yes				

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.1	CTE - Course Access - KRA	Yes	\$46,880.00			
4	4.2	Student Achievement-School Counselor	Yes	\$38,537.00			
4	4.6	Student Achievement - EL Testing Specialist	Yes	\$27,514.00			
4	4.7	Student Engagement - Transit passes, YMCA, Campo Ed Center food	Yes	\$7,010.00			

2024-25 LCFF Carryover Table

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

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 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

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

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

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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

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