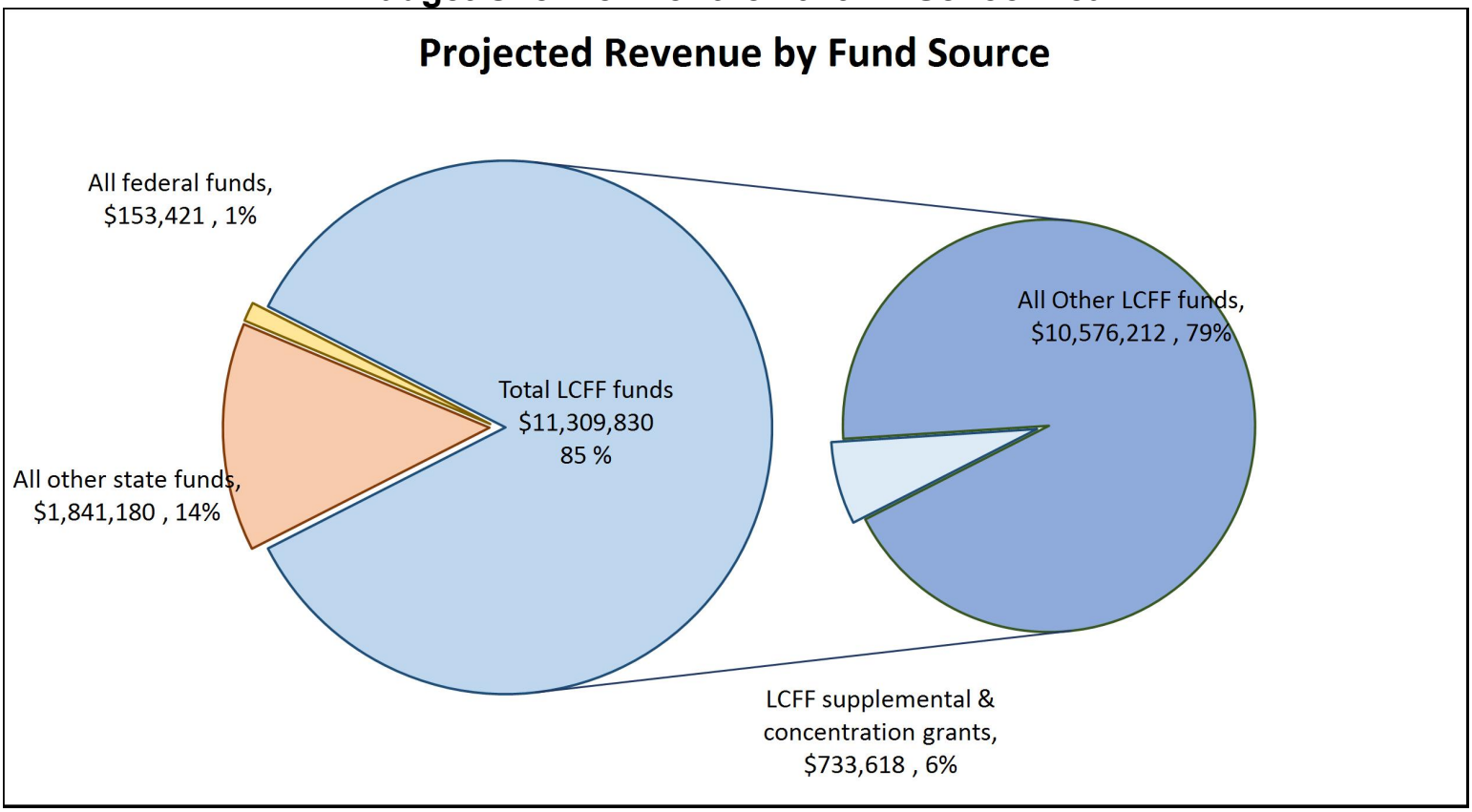
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Discovery Charter School CDS 37680236111322
CDS Code: 37-68023-6111322
School Year: 2026-27
LEA contact information:
Neil MacGaffey
Executive Director and LEA Superintendent
neil.macgaffey@cvesd.org
(619) 656-0797

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

Budget Overview for the 2026-27 School Year

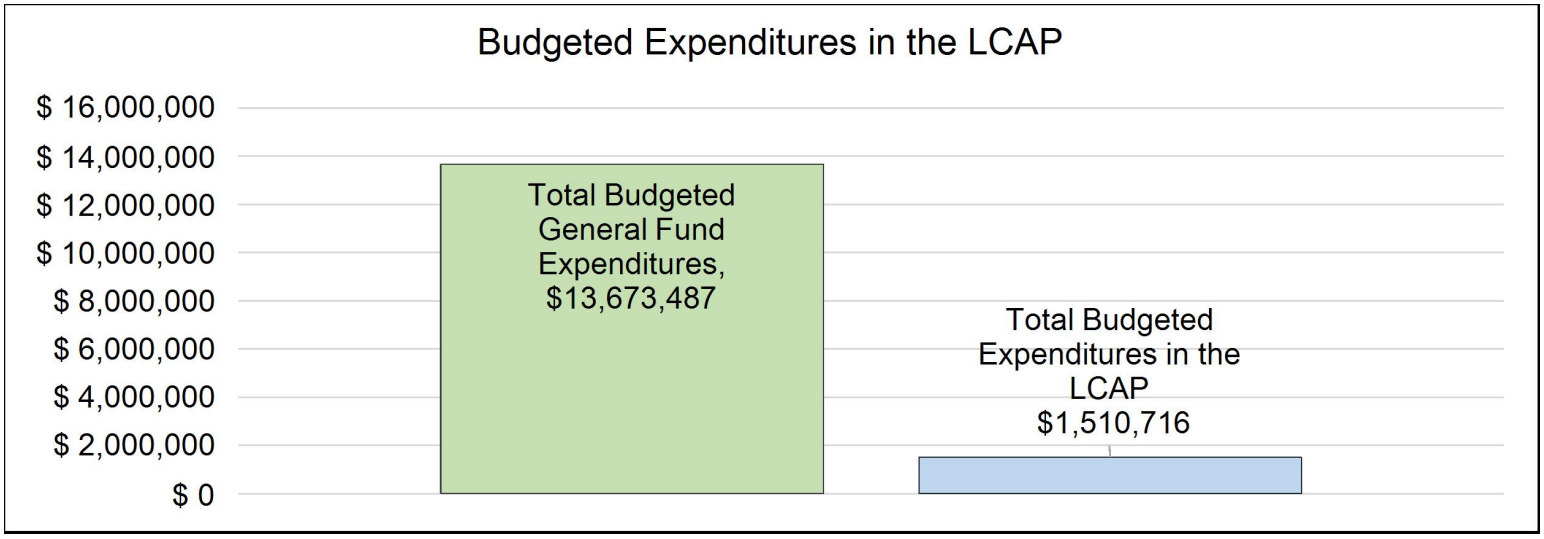


This chart shows the total general purpose revenue Discovery Charter School CDS 37680236111322 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Discovery Charter School CDS 37680236111322 is $13,304,431, of which $11,309,830 is Local Control Funding Formula (LCFF), $1,841,180 is other state funds, $ is local funds, and $153,421 is federal funds. Of the $11,309,830 in LCFF Funds, $733,618 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Discovery Charter School CDS 37680236111322 plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

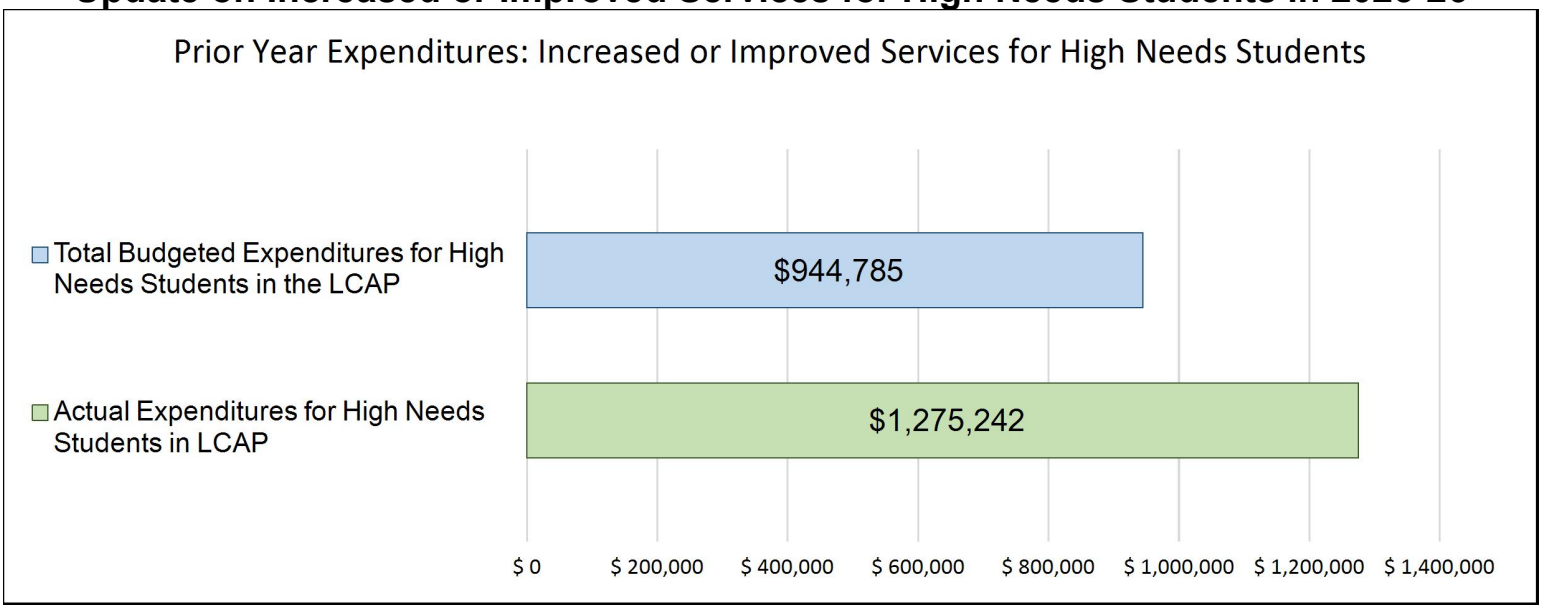
The text description of the above chart is as follows: Discovery Charter School CDS 37680236111322 plans to spend $13,673,487 for the 2026-27 school year. Of that amount, $1,510,716 is tied to actions/services in the LCAP and $12,162,771 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2026-27, Discovery Charter School CDS 37680236111322 is projecting it will receive $733,618 based on the enrollment of foster youth, English learner, and low-income students. Discovery Charter School CDS 37680236111322 must describe how it intends to increase or improve services for high needs students in the LCAP. Discovery Charter School CDS 37680236111322 plans to spend $1,017,737. towards meeting this requirement, as described in the LCAP.

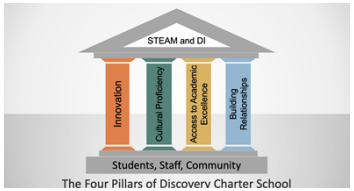
LCFF Budget Overview for Parents

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



This chart compares what Discovery Charter School CDS 37680236111322 budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Discovery Charter School CDS 37680236111322 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Discovery Charter School CDS 37680236111322's LCAP budgeted $944,785 for planned actions to increase or improve services for high needs students. Discovery Charter School CDS 37680236111322 actually spent $1,275,242 for actions to increase or improve services for high needs students in 2025-26.



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Discovery Charter School CDS 37680236111322	Neil MacGaffey Executive Director and LEA Superintendent	neil.macgaffey@cvesd.org (619) 656-0797

Plan Summary [2026-27]

General Information

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

Located in the Rancho Del Rey neighborhood of Chula Vista, California, Discovery Charter School (DCS) serves a culturally diverse population with six languages spoken among its student population, including by its English Learner (EL) populations. DCS is a school with 29% of students designated as low income. Current enrollment in the 2025 - 26 school year is approximately 946 students, serving - Transitional Kindergarten (TK) to 8th grade. DCS offers its students a variety of programs, services, activities and opportunities and is especially proud of its STEAM focus and its Dual Immersion program. As of May 2026, 8.1% of our student population is comprised of ELs, and 10.1% of our students are students with disabilities. DCS' population at this time is comprised of the following racial/ethnic groups: Asian and Pacific Islander 1.7%, Filipino 9.3%, African American 1.9%, Caucasian 7.7%, Hispanic 68.9%, and Two or More Races 10.5%.

Reflections: Annual Performance

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

Both the California School Dashboard and the local data from December 2025 show that Discovery Charter School students overall are performing extremely well academically. All students are performing at a "high" or "very high" level on the California Dashboard in ELA and math. We are especially proud this year that based on the California Schools Dashboard all of our target groups showed "accelerated" or "exceptional" growth on the CAASPP math test, and all of our target groups showed positive growth on the CAASPP ELA test. Our students with disabilities grew by 14.7 points on the CAASPP ELA test and by a staggering 20.1 points on the CAASPP math test. However, our low income students slightly decreased on our local measures from Dec. 2024 to Dec. 2025. When comparing our charter with all the other

charter schools in the county of San Diego as per the California School Dashboard data "charter by county" report, Discovery is one of only 4 charter elementary schools in the county to score blue in both ELA and math, and Discovery is one of only two charter elementary schools to score blue or green in 5 of the 6 categories. Our English Learners continue to show great growth as measured by the state ELPAC test. Based on last year's summative ELPAC 24% of our ELs reclassified this year and 52% increased 1 or more levels. Our 5th and 8th graders scored in the "very high" range on the state CAST test declining slightly from the previous year.
Our current local data from December 2025 mid year testing shows similar results with "all" students on average meeting grade level expectations. Some of our target populations, such as our students with disabilities are not at grade level mid year expectations, but they are showing growth beyond one year's expected growth for that grade level as compared to their status at the previous year's mid year local data.
There are some areas of concern with regard to our annual performance at Discovery, specifically the students that are more than 1 year below grade level on our local measures tests, Achieve for reading, and i-Ready for math. We are continuing to monitor this with our beginning of year, mid year and end of year benchmark assessments and through analyzing student work during our weekly collaboration meetings with grade level teachers.
This year 2025 - 26 we used approximately $88,966 LREBG funds to provide 2 RTI staff members and part of the salary of an EL IA to push in to classrooms to support our English Learners, low-income and additional students below grade level in ELA and math. In the 2026 - 27 school year we will continue to use any carry over of LREBG funds and any new LREBG funds received next year for this same purpose.

Reflections: Technical Assistance

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

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Staff, students, parents, and community	Throughout the 2025-26 school year, Discovery has regularly sought out and received input and feedback from its educational partners: staff, students, parents and community. There have been opportunities for parents to attend meetings and engage through Coffee with Administration, District English Learner Advisory Committee (DELAC), and Discovery Board Meetings. There have been monthly staff meetings, special staff meetings, and regular meetings with our union leadership. 8/19/2025 - Reviewed data from LCAP with parents at the Coffee with Administration meeting. 9/11/2025 - Reviewed data from LCAP with DELAC. In February we conducted our Thought Exchange through the use of Google Forms to survey all our educational partners: parents, staff, and community, as well as holding a Coffee with Administration and a DELAC meeting to gather additional engagement and feedback for our LCAP and current successes and challenges. Our parent participation in the Thought Exchange stayed consistent from last year. We shared the results of the Thought Exchange at our Coffee with Administration, DELAC, and the monthly Board meeting. Educational Partners were provided opportunities to give feedback on the results of the Thought Exchange as well as the goals, metrics and actions of our new LCAP draft. 4/28/2025 - Coffee with Administration; 4/21/2026 - Discovery Board meetings; 5/1/2026 - DELAC meeting.

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

There were several aspects of the LCAP that were influenced by specific stakeholder input.
In Goal 1 - the actions will ensure students are making growth in reading, math, and science and that English Learners are increasing levels in the English Learner Proficiency Test with the ultimate goal of being reclassified as English Proficient. Also, our teachers will continue to receive professional development, collaboration time, and have access to technology so they can continue to provide high quality instruction to students.
In Goal 2 – the actions will ensure students feel safe and supported at school both academically and socially emotionally. The implementation of Tier II interventions will be monitored and measured so that students continue making growth.
Fine Arts teachers, Response to Intervention Instructional Aides, Computer Technician, Counselor, Resource Teacher, and Principal will work together with teachers and staff to ensure the continuous growth of students.

A summary of the feedback provided by specific educational partners:
Feedback from our teachers and staff:

- Appreciate the qualified and caring teachers and staff
- Continue with our Fine Arts program
- Appreciate our school-wide focus on being kind
- Provide more professional development on supporting students with challenging behaviors

Feedback from our parents:

- Appreciate qualified and caring teachers and staff
- Appreciate the safe learning environment
- Would like more sports, clubs, tutoring, and field trips
- Would like all parents to be more careful and mindful at arrival and dismissal

Feedback from our students:

- Appreciate our Fine Arts program
- Enjoy the opportunities for after school clubs and sports
- Appreciate our focus on learning to be kind
- Would like improved cafeteria food (more options, larger serving sizes)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Ensure all students demonstrate growth towards meeting standards in ELA, math and science by providing access to rigorous and relevant learning tools, resources, and skills for all staff and students.	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 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from our educational partners. Based on our current data of student performance on local benchmark assessments, as well as last year's state assessments in ELA, math, science, and ELD, not all students are meeting standards in ELA, math, science, or English language proficiency. Most concerning are the achievement gaps for our English Learners, especially our Long Term English Learners, and Students with Disabilities in reading and math. For example: On the 2023 CAASPP assessments,

- 74% of all students in grades 3 - 6 met or exceeded the standard in ELA on the Smarter Balanced Assessment, whereas only 29% of English Learner students and 38% of Students with Disabilities met or exceeded the standard.
- 60% of all students in grades 3 - 6 met or exceeded the standard in math on the Smarter Balanced Assessment, whereas only 31% of English Learner students and 19% of Students with Disabilities met or exceeded the standard.

There are similar gaps in the local benchmark data.

During the LCAP development process, educational partners identified the need for:

- ongoing instructional support for ELA, math, and science
- continued collaboration time for teachers
- continued assistance to EL families in understanding the online supports and testing so that they can better support their child at home
- more learning opportunities for students during school and after school, especially for our low-income and EL students

Discovery plans to improve ELA, math, science, and English Learner proficiency through actions that support and improve student learning and will measure progress towards this goal by using the metrics identified below. In addition to measuring and monitoring how a student performs on our assessments, it is critical to also measure the "growth" a student achieves over a year's time, especially for our unduplicated students, who may take several years to meet the standard, but who are still growing each year in their learning. To do this, Discovery has

created a modified 5x5 matrix (see appendices A-C) similar to the matrices on the California Dashboard to measure student progress on their midyear local measure assessments. We are using this tool to measure:
-the status of our students in terms of the percentage that have met or exceeded the standard measured by the vertical movement up on the matrix.
-the growth from one year to the next measured by the horizontal movement to the right on the matrix. It measures the "status" of our students whether they are below, at, or above grade level. It measures the "change" of our students, which is how much they have increased beyond one year's growth.

Metric for K - 1st grade reading comprehension (See appendix A):
-At this time our K - 1st grade students' reading comprehension level is determined using the DRA assessment.
-One year's expected growth from Kinder midyear to 1st grade midyear is an increase in 9 DRA levels.
-Any growth beyond 9 levels would be considered an increase MORE than the expected year's growth.
-Any growth less than 9 levels would be considered growth, however LESS than the expected growth in one year.

2nd - 8th grade reading comprehension (see appendix B):
-Reading comprehension will be measured by the midyear local measure assessment using Achieve 3000 which measures a student's progress in lexiles.
-One year's expected growth varies by grade level but is on average about 100 lexiles.
-Any growth beyond what is expected in one year would be considered an "increase MORE than the expected growth in one year."
-Any growth less than what is expected in one year for that grade would be considered growth, however "LESS than the expected growth for one year for that grade.

K - 8th grade math (see appendix C):
-Math will be measured by the midyear local measure assessment using i-Ready math which measures a student's progress in scaled score points.
-One year's expected growth varies by grade level but is on average about 15 points.
-Any growth beyond the expected one year growth would be considered an "increase MORE than the expected growth in one year."
-Any growth less than what is expected for that grade level in one year would be growth, however "LESS than the expected growth for one year."

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	K - 1st grade local measure Reading Comprehension	Using a 5x5 matrix: All - Green ("At" and "Increased")	Using a 5x5 matrix: All - Green ("At" and "Increased")	Using a 5x5 matrix: All - Green ("At" and "Increased")	All - Blue or Green SED - Blue or Green	All - Maintained SED - Slightly above SWD - Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED - Yellow ("Below" and "Increased") SWD - Yellow ("Below" and "Maintained")	SED - Green ("At" and "Increased") SWD - Yellow ("Below" and "Maintained")	SED - Yellow ("Below" and "Maintained") SWD - Yellow ("At" and "Maintained")	SWD - Each year in the Increased or Increased Significantly Column	
1.2	2nd - 8th grade local measure Reading Comprehension	Using a 5x5 matrix: All - Blue ("Significantly Above" and "Increased") SED - Green ("Above" and "Increased") SWD - Yellow ("Significantly Below" and "Increased Significantly")	Using a 5x5 matrix: All - Blue ("Significantly Above" and "Increased") SED - Green ("Above" and "Increased") SWD - Yellow ("Below" and "Increased Significantly")	Using a 5x5 matrix: All - Blue ("Significantly Above" and "Increased") SED - Green ("At" and "Increased") SWD - Yellow ("Below" and "Increased")	All - Blue or Green SED - Blue or Green SWD - Each year in the Increased or Increased Significantly Column	All - Maintained SED - slightly declined SWD - Maintained
1.3	K - 8th grade local measure math	Using a 5x5 matrix: All - Green ("At" and "Increased") SED - Yellow ("Below" and "Increased") SWD - Orange ("Significantly Below" and "Increased")	Using a 5x5 matrix: All - Green ("At" and "Increased") SED - Green ("At" and "Increased") SWD - Orange ("Significantly Below" and "Increased")	Using a 5x5 matrix: All - Yellow ("At" and "Maintained") SED - Orange ("Below" and "Increased less than 1 year") SWD - Orange ("Significantly Below" and "Increased")	All - Blue or Green SED - Blue or Green SWD - Each year in the Increased or Increased Significantly Column	All - Maintained SED - Yellow to Orange, less growth SWD - Maintained
1.4	English Learner Proficiency Test: Percent of English Learner students reclassifying	20% (24 out of 120) reclassified in the 2023 - 24 school year based on the ELPAC assessment in spring 2023	23% (26 out of 115) reclassified in the 2024 - 25 school year based on the ELPAC assessment in spring 2024	24% (22 out of 91) reclassified in the 2025 - 26 school year based on the ELPAC assessment in spring 2025	At least 15% of English Learners reclassify each year	Increased by 4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	English Learner Proficiency Test: Percentage of students increasing 1 or more levels and percentage of students dropping 1 or more levels.	36% increased 1 or more levels and 15% dropped 1 or more levels on the 2022 - 23 ELPAC test	55% increased 1 or more levels and 7% dropped 1 or more levels on the 2023 - 24 ELPAC test	52% increased 1 or more levels and 26% dropped 1 or more levels on the 2024 - 25 ELPAC test	At least 30 percent of students shall increase 1 or more levels and no more than 20% of students shall drop 1 or more levels each year on the ELPAC test.	Increased by 16%
1.6	CAST (State Science test)	Percent of students met or exceeded: 5th grade 8th grade All - 47% All - 57% SED - 32% SED - 44% SWD - N/A SWD - N/A (2023 data)	Percent of students met or exceeded: 5th grade 8th grade All - 63% All - 80% SED - 65% SED - N/A SWD - N/A SWD - N/A (2024 data)	Percent of students met or exceeded: 5th grade 8th grade All - 59% All - 70% SED and SWD N/A 2025 data	Percent of students met or exceeded: 5th grade 8th grade All - 62% All - 72% SED - 53% SED - 55%	5th grade increased by 12%, 8th grade all increased by 13%
1.7	Teachers and relevant staff will receive professional development each quarter on High Impact Language Strategies for ELA, math, and science.	1 PD each quarter	1 PD each quarter	1 PD each quarter	At least 1 PD each quarter	No difference
1.8	Students and teachers will continue to have access to and will use effective devices and technology tools on a daily basis.	All students and teachers have access to and use the devices and tools needed on a daily basis.	All students and teachers have access to and use the devices and tools needed on a daily basis.	All students and teachers have access to and use the devices and tools needed on a daily basis.	All students and teachers have access to and use the devices and tools needed on a daily basis.	No difference
1.9	Students will continue to have access to high	All teachers are highly qualified, and	All teachers are highly qualified,	All teachers are highly qualified,	All teachers are highly qualified,	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	quality teachers, standards aligned instructional materials, and quality facilities.	appropriately assigned. All students have access to standards aligned instructional materials. All school facilities are in good repair.	and appropriately assigned. All students have access to standards aligned instructional materials. All school facilities are in good repair.	and appropriately assigned. All students have access to standards aligned instructional materials. All school facilities are in good repair.	and appropriately assigned. All students have access to standards aligned instructional materials. All school facilities are in good repair.	

Goal Analysis [2025-26]

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

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

Discovery made significant progress in implementing our planned actions.
Successful Implementation:
Action 1.1 - Collaboration time for all grade level teachers occurs weekly for 1 hour and 40 minutes allowing teachers the time needed to: 1) focus on teacher clarity as they plan lessons with high impact language strategies for all students with a focus on our target and accelerated students 2) modify classroom instruction based on frequent review of data 3) identify students in need of additional support beyond Tier 1 4) perform peer observations and walkthroughs to improve consistency standards progression across the grade levels
Action 1.2 - Our Resource teacher 1) leads the implementation of the new Science curriculum while providing resources to ensure our target students are accessing the curriculum 2) guides teachers during collaboration time to look at student work, focus on target students, and analyze student data 3) coaches our new and veteran teachers as the need arises
Action 1.3 - Our computer tech maintains up to date working devices and computer software and carries out our 3 year tech plan which not only includes purchasing new devices and upgrades but also makes recommendations for piloting the most recent innovations in technology such as the promethean board.
Action 1.4 - Discovery provides all textbooks and associated instructional materials for all students prioritizing our target students
Unimplemented Actions:
Action 1.5 - 4 teachers this year have completed both the 2 day and 4 day GLAD training to become certified to use GLAD strategies in their planning and instruction to all students, while prioritizing our English Learners.
Action 1.6 - 2 RTI staff (4 days a week) and an EL IA were added this year to the LCAP to support our English Learners, low-income students, and additional students below grade level in ELA and math.

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.

For Action 1.1, there was increase of 7% and for Action 1.2 there was an increase of 12% between the Budgeted and Estimated Actual Expenditures. This expenditure increase was due to a negotiated salary increase combined with increased statutory and health benefits costs.
For Action 1.3, there was a decrease of $60,818 in our Tech Plan's Year 3 Implementation. Budget consideration, funding availability and increase in laptop cost, led to the decision to purchase 50 of the planned 125 replacement student laptops in FY 2025-26.
For Action 1.4, there was an increase of 15% between Budgeted and Estimated Actuals expenditures due to current costs of instructional materials and online curriculum renewals.
For Action 1.5, there was a decrease of $13,100 in GLAD training planned expenditures due to sending only 4 teachers vs sending 6. Also, the actual cost per teacher came in lower than originally budgeted.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed high levels of effectiveness in achieving Goal 1 as measured by qualitative indicators and quantitative data.
Action 1.1 - 1.4 demonstrated strong effectiveness, as evidenced by: 1) meeting the yearly target for year 2 outcomes for metrics 1.1 - 1.3, except for just falling a little short of our goal for metric 1.1 with our SED and SWD students, and 1.3 with All students and SED students. 2) exceeding the target for metrics 1.4 - 1.5 and 3) meeting the target for metrics 1.6 - 1.9.
Action 1.5 demonstrated effectiveness as evidenced by the qualitative data collected in walkthroughs by admin and by our cohort of charter leaders.
Action 1.6 demonstrated effectiveness as evidenced by the increase in student achievement in metrics 1.4 and 1.5 with our English Learner students.

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.

Action 1.6 was added to document LREBG funds spent towards Goal 1 Metrics 1.1 - 1.5. This action will continue in the year 2026 - 27.

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	Collaboration time	To provide students additional opportunities outside the core subjects, 5 fully credentialed Fine Arts teachers will instruct all students (K-8th grade) for one hour and 40 minutes once a week. The Fine Arts classes allow students to find their strengths in music, art, robotics/engineering, musical	$701,259.00	Yes

Action #	Title	Description	Total Funds	Contributing
		theater, and physical education. Additionally, these classes provide collaboration time for all general education teachers. Collaboration time includes, but is not limited to: -planning lessons with high impact language strategies for all students, with a focus on our target and accelerated students -review of school, grade level, and classroom data -modification of classroom instruction based on data -collaboration with special education and support staff -identifying students in need of additional support beyond Tier 1 -examination of student work -peer observations/walkthroughs		
1.2	Teacher Support	Our Resource Teacher is a credentialed teacher with many years of experience in instructional leadership, teaching, coaching teachers, and providing professional development to move the school forward. The Resource teacher will: • guide teachers to look at student work, focusing on target students -assist in planning lessons to differentiate instruction to meet the needs of students -review grade-level and school-wide data with teachers to ensure target students are making growth -lead the implementation of the new Science curriculum and provide resources to ensure target students are accessing the curriculum -coach teachers on instruction, classroom management, and small group and whole group instruction -analyze student data to provide input on curriculum, instruction, and pacing of lessons	$178,379.00	Yes
1.3	Tech Support	1.3A Our computer tech will continue to maintain up to date working devices and computer software for students and staff to execute Discovery's instructional program and the administrators will utilize the student management component of our programs to monitor student progress. 1.3B Maintain and update as needed our 3 year technology plan, which includes purchasing new devices and upgrades based on the needs of our staff and students to stay innovative and have access to academic support.	$160,969.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Instructional Materials	Purchase textbooks and associated instructional materials for all students, prioritizing our target groups, to enhance our instructional program and maintain standards aligned instructional materials.	$144,288.00	No
1.5	GLAD Certification	Give six teachers 2 day and 4 day GLAD training to become certified to use GLAD strategies in their planning and instruction to all students, prioritizing our English Learners, so that the lessons are more accessible. Guided Language Acquisition Design (GLAD®) is an instructional model that strengthens educational programs and practices for English learners that results in attaining high levels of language proficiency and mastery of grade level standards.	$4,900.00	No
1.6	Student Support	Two RTI staff members and an English Learner Instructional Assistant provide daily push-in support within classrooms to deliver targeted Tier 2 interventions in literacy and language development. Services are principally directed toward English Learners and low-income students who are not yet meeting grade-level standards, with additional support provided to other students demonstrating similar needs. Instruction is delivered in small groups based on assessment data and focuses on skill gaps identified through benchmark and formative assessments. Student progress is monitored regularly to adjust instruction, with the goal of increasing grade-level proficiency as measured by benchmark assessments and improving growth outcomes for English Learners and low-income students.	$86,286.00	

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Cultivate a positive school culture and system of supports for students' personal and academic growth.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed to cultivate a positive school culture and system of supports for students' personal and academic growth. It is in response to the needs identified through data analysis and input from our educational partners. Our student climate survey in the 2023 - 24 school year identified the importance of focusing on our students' social-emotional well being, as well as the need to feel safe, included, and supported at school. For example in the 2023 - 24 school year:

- 15% of our students in 3rd - 8th grades reported not feeling connected at school
- 7% of our students in 3rd - 8th grades reported not feeling safe at school
- 9% of our students in 3rd - 8th grades reported not feeling supported at school

Data collected from our MTSS team, made up of our Admin, psychologist, counselor, behavior IA, and our PBIS team, shows an improvement over the last three years in our students' social-emotional well being due to the interventions put in place that focus on the whole child.

During the LCAP development process, educational partners identified the need for:

- Ongoing support from our whole MTSS team
- Continuing the needed interventions on a student by student basis

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Tiered Fidelity Inventory (TFI)	In the spring of 2024 Discovery scored 93% on the School-wide PBIS TFI for Tier 1 and 88% on the TFI for Tier 2 earning Discovery a Gold PBIS recognition from the state.	Discovery is continuing the work and collaboration that earned us a Gold recognition and will take the TFI in the 2025 - 26 school year.	Discovery is continuing the work and collaboration with our PBIS team and our staff to achieve by next year the Platinum PBIS recognition from the state.	Meeting a high enough standard on all 3 Tiers of the TFI to receive Platinum PBIS recognition from the state.	No difference
2.2	Chronic absenteeism rate	All 5.7% EL 10% SED 10.7% SWD 9.5% (2022 - 23)	All 3.2% EL 7% SED 6.6% SWD 7.1% (2023 - 24)	All 2.4% EL 4% SED 4.9% SWD 3.7% (2024 - 25)	All <5% EL <5% SED <5% SWD <5%	All: improved by 3.3% EL: improved by 6% SED: improved by 5.8% SWD: improved by 5.8%
2.3	Suspension rate	All 0.2% EL 0.6% SED 0.6% SWD 0% (2022 - 23)	All 0.2% EL 0% SED 0.3% SWD 0% (2023 - 24)	All 0.1% EL 0% SED 0% SWD 0% (2024 - 25)	All <1% EL <1% SED <1% SWD <1%	All: improved by 0.1% EL: improved by 0.6% SED: improved by 0.6% SWD: no difference
2.4	Student Climate Survey	Percentage of students in the spring of 2024 that feel they: • like school 92% • are supported at school 91% • are safe at school 93% • know an adult they can talk to for help 91%	Percentage of students in the spring of 2025 that feel they: • like school 76% • are supported at school 85%	Percentage of students in the spring of 2025 that feel they: • like school 68% • are supported at school 78%	Percentage of students that feel they: • like school 95% • are supported at school 95%	Percentages in each category declined by as little as 6% and as much as 24%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• have a teacher that cares about them 98%	• are safe at school 83% • know an adult they can talk to for help 87% • have a teacher that cares about them 95%	• are safe at school 73% • know an adult they can talk to for help 85% • have a teacher that cares about them 88%	• are safe at school 95% • know an adult they can talk to for help 99% • have a teacher that cares about them 99%	
2.5	Parent engagement opportunities	Parents have had at least one opportunity a month to engage at Discovery in their child's academic learning and/or social emotional well being through schoolwide meetings and events.	Parents have had at least one opportunity a month to engage at Discovery in their child's academic learning and/or social emotional well being through schoolwide meetings and events.	Parents have had at least one opportunity a month to engage at Discovery in their child's academic learning and/or social emotional well being through schoolwide meetings and events.	Discovery will provide parents at least one opportunity a month to engage at Discovery in their child's academic learning and/or social emotional well being through schoolwide meetings and events.	No difference

Goal Analysis [2025-26]

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

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

Discovery made significant progress in implementing our planned actions.
Successful Implementation:
Action 2.1A - Our counselor has led the PBIS team this year facilitating one meeting per month. She and the principal managed the Student Success Team referrals, schedules the meetings with staff and parents, takes notes and monitors the progress of students. She gives social

emotional lessons to whole classes in various grade levels. She meets with students most in need individually and in small groups for support as identified by student or teacher referrals. She administered the Student Screening tool and the Student Climate Survey in the 1st and 4th quarters of the year.
Action 2.1B - Our principal has developed actions, professional development, and improved services for our students and families as needed. She and the counselor managed the Student Success Team referrals and meetings.

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.

For Action 2.1A and 2.1B, there was an increase of 4% between the Budgeted and Estimated Actual Expenditures. This expenditure increase was due to a negotiated salary increase combined with increased statutory and health benefits costs.
Of note, originally both the Principal and the Counselor positions had been a Budgeted Contributing Expenditure when the 2024-25 LCAP was created. After the 2024-25 school year started, the Counselor position's funding source was changed from Contributing to Other State to utilize the State Mental Health funding to which we had gained access.

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

Both these actions have been effective and successful at helping our students and families with their needs: basic, social - emotional, behavioral and/or academic. This is evidenced by the measured improvements in student data in most SST meetings, fewer behavior referrals, and fewer suspensions. Parents also rated the actions of this goal highly in our Thought Exchange Parent survey. The student climate survey results this year showed a decrease in the number of students feeling a sense of safety, support, and having staff here that the students feel care about them. Our PBIS team started a Kindness campaign in January to promote more kindness between our students to other students, staff, the school and even their community. We are reflecting on why we are seeing a decrease in the percentage of students feeling safe, supported, and cared about at our school as well as why fewer students are reporting that they like school. This will be a focus as well at our staff meetings next year at least once per quarter. We are also discussing what better questions can be asked so that we can better act on the data received.

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

No changes made to the goal, metrics, target outcomes or actions for the coming year.

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	Multi Tiered System of Support	2.1A The counselor will continue to lead the PBIS team, manage the Student Success Team referrals and meetings, and meet with students most in need individually and in small groups for social-emotional support as identified by student or teacher referrals, and administer the Student Screening tool and the student climate survey in the 1st and 4th quarters of the year. 2.1B The principal will continue to develop actions, professional development, and improved services for our students and families as needed based on the behavior and attendance data.	$234,635.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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

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

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

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

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.

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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

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

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

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

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.

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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

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

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

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

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.

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

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$733,618	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.236%	0.000%	$0.00	7.236%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Collaboration time **Need:** According to our local measures math data, all students are ‘at’ grade-level and increased in growth. Low-income students increased in growth; however, they are still below grade-level.	Teacher collaboration time will be facilitated by our Resource Teacher and is structured so that everything centers around student data. During the weekly collaboration time, grade levels will plan lessons using high impact language strategies to address barriers limiting learning and to provide equity for our unduplicated students. This action will create opportunities for our unduplicated students to engage in powerful lessons where necessary scaffolds are provided	We will monitor the data of our reading and math local measures, CAST, and ELPAC. We will seek feedback from teachers to inform the planning, data analysis, coaching, and professional development received during collaboration time.

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
	According to the 2023 CAST (State Science Test) data, 47% of all 5th grade students are meeting or exceeding compared to 32% of low-income students. 57% of 8th grade students are meeting or exceeding, compared to 44% of low-income students. Although we reclassified 20% of our English Learners in 2023, 49% of EL students remained at the same level, and 15% regressed. Teacher feedback indicated a need to adopt a science curriculum and receive on going professional development, coaching, and planning support in science, math, and reading. **Scope:** LEA-wide	for those students to achieve greater success. We expect this action will significantly improve the reading, math, and science scores of our target students. This action will be provided on a school wide basis because lessons using high impact language strategies are beneficial for all learners from students who are significantly below grade level to students who are meeting and exceeding grade level. This action also provides for continuous progress monitoring during the collaboration time, with a stronger focus on our unduplicated students.	
1.2	**Action:** Teacher Support **Need:** According to our local measures math data, all students are 'at' grade-level and increased in growth. Low-income students increased in growth; however, they are still below grade-level. According to the 2023 CAST (State Science Test) data, 47% of all 5th grade students are meeting or exceeding compared to 32% of low-income students. 57% of 8th grade	Our Resource Teacher will meet with all teachers weekly during their collaboration time. The RT will look at student data and analyze how unduplicated and LTEL students scored in comparison to their peers. The RT will provide resources and instructional strategies to assist teachers in planning lessons with scaffolds to support students and differentiate lessons for small group instruction. We expect these actions to significantly improve the assessment scores of our unduplicated and LTELs. However, these actions will also improve the assessment scores schoolwide because all students can benefit from the support the RT will provide teachers.	We will monitor the data of our reading and math local measures, CAST, and ELPAC. We will seek feedback from teachers and support staff to inform the coaching, and professional development our Resource Teacher provides.

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
	students are meeting or exceeding, compared to 44% of low-income students. Although we reclassified 20% of our English Learners in 2023, 49% of EL students remained at the same level, and 15% regressed. Teacher feedback indicated a need to adopt a science curriculum and receive on going professional development, coaching, and planning support in science, math, and reading. **Scope:** LEA-wide	Our Resource Teacher will also provide professional development on the implementation of the newly adopted Science curriculum and will assist teachers in planning and differentiating lessons to ensure unduplicated students can access the content. With the support of our Resource Teacher, teachers will deliver lessons that are purposeful, differentiated, and scaffolded to meet the needs of students, therefore we will see growth in ELA, Science, and math of our unduplicated students.	
1.3	**Action:** Tech Support **Need:** Our unduplicated students, especially our low income students, are some of the most neediest in terms of having a lack of technology resources at home, such as access to a computer device, internet, and time to work on academic programs. According to our local measures math data, all students are ‘at’ grade-level and increased in growth. Low-income students increased in growth; however, they are still below grade-level. According to the 2023 CAST (State Science Test) data, 47% of all 5th grade students are	Based on our current data, our target groups, such as our English Learners, our students with disabilities and our low income students are on average not performing at the same level as all of our students. Our computer tech maintains all student devices for all 965 students, prioritizing our target students, so that the daily usage of the devices to access the supporting academic computer programs is uninterrupted and running efficiently. She also makes sure that all devices are imaged correctly and headphones are working properly for state testing so that students' performance on state tests and local measures is not affected by any technology issues.	We will monitor the data of our reading and math local measures, CAST, and ELPAC. We will seek feedback from teachers and students regarding the maintenance and performance of both student and teacher devices and technology.

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
	meeting or exceeding compared to 32% of low-income students. 57% of 8th grade students are meeting or exceeding, compared to 44% of low-income students. Although we reclassified 20% of our English Learners in 2023, 49% of EL students remained at the same level, and 15% regressed. **Scope:** LEA-wide		
2.1	**Action:** Multi Tiered System of Support **Need:** According to the 2023 attendance data, 5.7% of all students are considered chronically absent. However, 10% of English Learners, 10.7% of SED, and 9.5% of SWD are chronically absent. According to our local measures math data, all students are 'at' grade-level and increased in growth. Low-income students increased in growth; however, they are still below grade-level. According to the 2024 student climate survey, 9% of 3rd-8th grade students do not feel supported at school, 7% do not feel safe at school, and 9% do not know an adult they can go to for help.	Our School Counselor will analyze the data from the Student Screener tool and will collaborate with teachers to identify students who will benefit from one on one or small group counseling. Our Principal will closely monitor attendance data, specifically that of our unduplicated and EL students and will conference with families to offer support to increase students' attendance. Our Principal will monitor academic data and check-in with teachers regarding students who are not making adequate growth. Our Principal will collaborate with our School Counselor to manage the Student Success Team referrals and meetings to ensure all students who are not making academic and/or behavior growth are closely monitored.	We will monitor the data of our reading and math local measures, CAST, and ELPAC. In addition the principal will monitor the attendance data, discipline referral data from our SWIS program and suspension data. Data from Student Climate Surveys and from the Student Screener tool will be disaggregated and analyzed. We will seek feedback from teachers and parents to inform the academic, behavior, and/or attendance supports provided.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		

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

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.

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		

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 certificated staff providing direct services to students		

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	10,138,428.00	$733,618	7.236%	0.000%	7.236%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,017,737.00	$490,894.00	$0.00	$2,085.00	$1,510,716.00	$1,278,611.00	$232,105.00

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	Collaboration time	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$701,259.00	$0.00	$554,548.00	$146,711.00	$0.00	$0.00	$701,259.00	701259
1	1.2	Teacher Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$178,379.00	$0.00	$178,379.00	$0.00	$0.00	$0.00	$178,379.00	178379
1	1.3	Tech Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$78,052.00	$82,917.00	$78,052.00	$80,832.00	$0.00	$2,085.00	$160,969.00	160969
1	1.4	Instructional Materials	All	No					$0.00	$144,288.00	$0.00	$144,288.00	$0.00	$0.00	$144,288.00	
1	1.5	GLAD Certification	All Students with Disabilities	No					$0.00	$4,900.00		$4,900.00			$4,900.00	
1	1.6	Student Support							$86,286.00	$0.00		$86,286.00			$86,286.00	
2	2.1	Multi Tiered System of Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$234,635.00	$0.00	$206,758.00	$27,877.00	$0.00	$0.00	$234,635.00	309635

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
10,138,428.00	$733,618	7.236%	0.000%	7.236%	$1,017,737.00	0.000%	10.038 %	**Total:**	$1,017,737.00
								LEA-wide Total:	$1,017,737.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Collaboration time	Yes	LEA-wide	English Learners Foster Youth Low Income		$554,548.00	701259
1	**1.2**	Teacher Support	Yes	LEA-wide	English Learners Foster Youth Low Income		$178,379.00	178379
1	**1.3**	Tech Support	Yes	LEA-wide	English Learners Foster Youth Low Income		$78,052.00	160969
2	**2.1**	Multi Tiered System of Support	Yes	LEA-wide	English Learners Foster Youth Low Income		$206,758.00	309635

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,479,778.00	$1,424,430.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Collaboration time	Yes	$656,821.00	701,259
1	**1.2**	Teacher Support	Yes	$159,485.00	178,379
1	**1.3**	Tech Support	Yes	$221,787.00	160,969
1	**1.4**	Instructional Materials	No	$125,000.00	144,288
1	**1.5**	GLAD Certification	No	$18,000.00	4,900
2	**2.1**	Multi Tiered System of Support	Yes	$298,685.00	234,635

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	$944,785.00	$1,275,242.00	($330,457.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Collaboration time	Yes	$510,945.00	701,259		
1	1.2	Teacher Support	Yes	$159,485.00	178,379		
1	1.3	Tech Support	Yes	$76,787.00	160,969		
2	2.1	Multi Tiered System of Support	Yes	$197,568.00	234,635		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
9,969,671.00		0.00	0.000%	$1,275,242.00	0.000%	12.791%	$0.00	0.000%

ELA – Reading Comprehension K – 1 Interim Dec. 2024-25

LEVEL	Increased significantly LESS than one year's expected growth (more than 2 levels below)	Increased LESS than 1 year's expected growth (1 to 2 levels below)	Maintained 1 year's growth (Within 1 level below or above)	Increased MORE than 1 year's expected growth (1 to 2 levels above)	Increased Significantly MORE than 1 year's expected growth (More than 2 levels above)
Significantly above grade level (More than 1 level above)					
Above grade level (More than 0 to 1 level above)					
At grade level (0 to less than 1 levels below)			SWD Status: 0.9 levels below grade level Change: 0.7 levels More than 1 year's expected growth	All Status: 0.6 levels below grade level Change: 1.4 levels More than 1 year's expected growth	
Below grade level (1 to 2 levels below)			SED Status: 1.5 levels below grade level Change: 0.5 levels More than 1 year's expected growth		
Significantly below grade level (More than 2 levels below)					

ELA–Reading Comprehension 2nd – 8th Interim Dec. 2024-25

LEVEL	Increased significantly LESS than one year's expected growth (More than 50 lexiles below expected goal)	Increased LESS than one year's expected growth (25 to 50 lexiles below expected goal)	Maintained One year's expected growth (Less than 25 lexiles below or above expected goal)	Increased MORE than 1 year's expected growth (25 to less than 75 lexiles)	Increased Significantly MORE than 1 year's expected growth (75 lexiles or more)
Significantly above mid-yr. grade level expectation (More than 100 lexiles above)				All Status: 100.5 lexiles above grade level Change: Increased 59 lexiles beyond the expected growth in one year	
Above mid-yr. grade level expectation (50 to 100 lexiles above)					
At mid-yr. grade level expectation (Less than 50 lexiles above or below)				SED Status: 15 lexiles above grade level Change: Increased 73 lexiles beyond the expected growth in one year	
Below mid-yr. grade level expectation (50 to 150 lexiles below)				SWD Status: 134 lexiles below grade level Change: Increased 48 lexiles beyond the expected growth in one year	
Significantly below mid-yr. grade level expectation (More than 150 lexiles below)					

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LEVEL	Increased significantly LESS than one year's expected growth (More than 5 points below expected goal)	Increased LESS than one year's expected growth (More than 1 to less than 5 points below expected goal)	Maintained One year's expected growth (Within 1 point below or above expected goal)	Increased MORE than 1 year's expected growth (More than 1 to less than 5 points above)	Increased significantly MORE than 1 year's expected growth (5 points or more above)
Significantly above grade level (More than 10 points above)					
Above grade level (More than 0 to 10 points above)					
At grade level (Within 0 to less than 10 points below)			ALL Status: 2.9 points below grade level expectation Change: Increased 0.8 points beyond the expected growth in one year		
Below grade level (10 to less than 20 points below)		SED Status: 13 points below grade level expectation Change: Decreased 1.04 points below the expected growth in one year			
Significantly below grade level (More than 20 points below)				SWD Status: 20.2 points below grade level Change: Increased 1.1 points beyond the expected growth in one year	

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, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

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