



Local Control and Accountability Plan

2026-2027

Budget Overview for Parents

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Urban Discovery Academy Charter

CDS Code: 37 68338 0135913

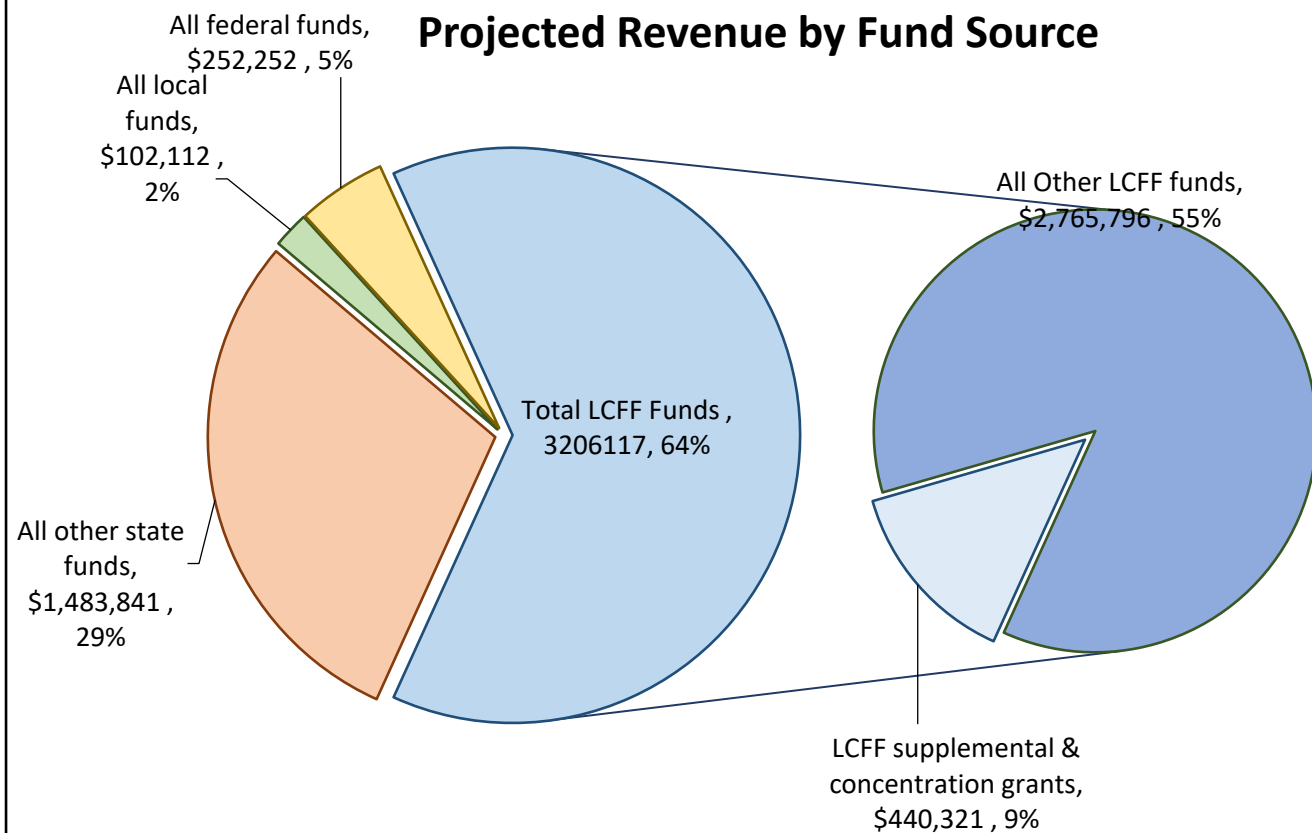
School Year: 2026-27

LEA contact information: Jenni Owen; Superintendent/CEO; (619) 788-4668; ceo@urbansd.com

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

Projected Revenue by Fund Source

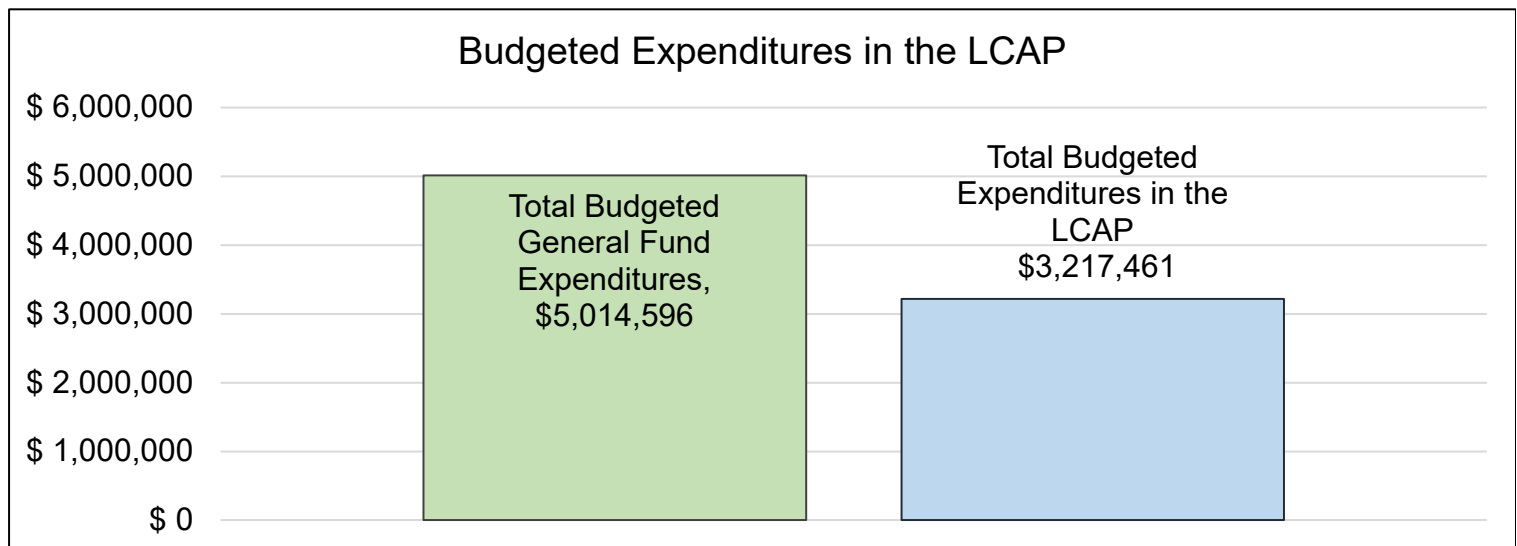


This chart shows the total general purpose revenue Urban Discovery Academy Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Urban Discovery Academy Charter is \$5,044,321.89, of which \$3,206,117.00 is Local Control Funding Formula (LCFF), \$1,483,840.89 is other state funds, \$102,112.00 is local funds, and \$252,252.00 is federal funds. Of the \$3,206,117.00 in LCFF Funds, \$440,321.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Urban Discovery Academy Charter 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: Urban Discovery Academy Charter plans to spend \$5,014,595.69 for the 2026-27 school year. Of that amount, \$3,217,461.00 is tied to actions/services in the LCAP and \$1,797,134.69 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

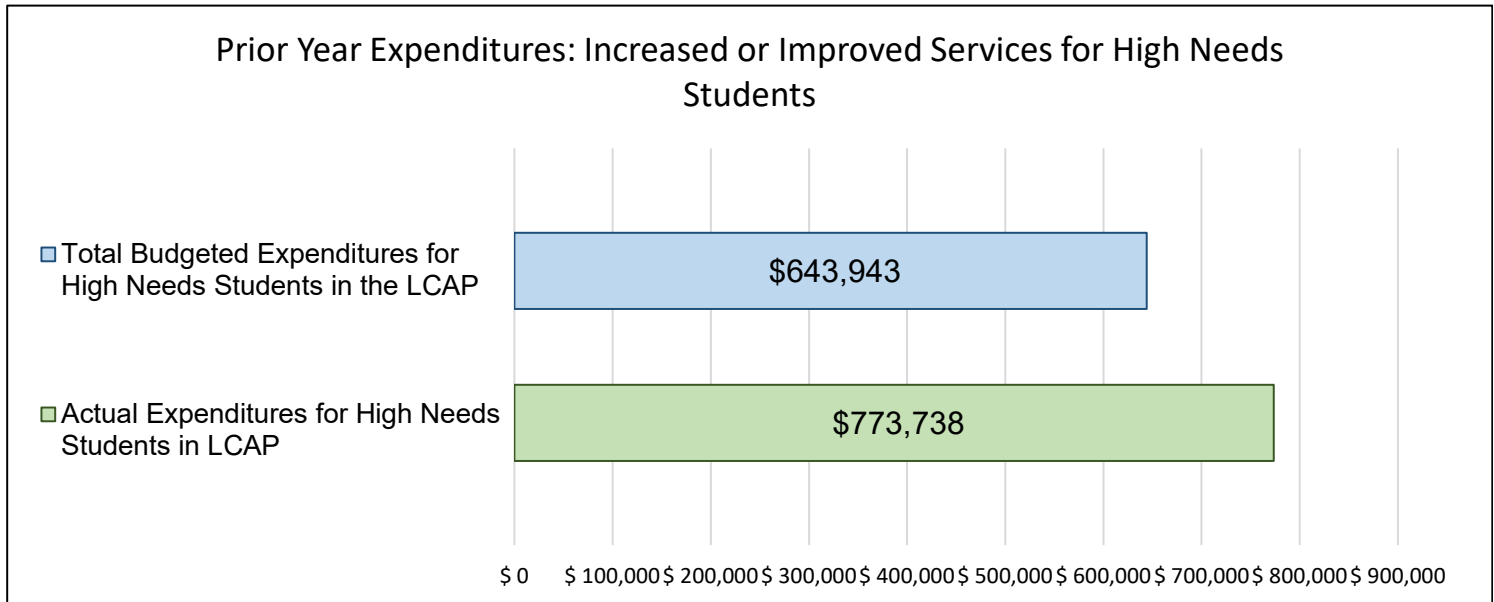
Business Services, accounting fees, postage, depreciation, interest, food services, equipment leases, dues and memberships, district oversight, and legal fees.

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

In 2026-27, Urban Discovery Academy Charter is projecting it will receive \$440,321.00 based on the enrollment of foster youth, English learner, and low-income students. Urban Discovery Academy Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Urban Discovery Academy Charter plans to spend \$478,374.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Urban Discovery Academy Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Urban Discovery Academy Charter 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, Urban Discovery Academy Charter's LCAP budgeted \$643,943.00 for planned actions to increase or improve services for high needs students. Urban Discovery Academy Charter actually spent \$773,738.00 for actions to increase or improve services for high needs students in 2025-26.

LCAP Plan Summary 2026-2027

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
Urban Discovery Academy Charter	Jenni Owen Superintendent	jowen@urbansd.com (619) 788-4668

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.

Urban Discovery Academy (UDA) is a free public school in the heart of San Diego’s downtown I.D.E.A. District. Founded in 2008, UDA now hosts students in grades UTK to 8th grade at our 840 14th Street location (Urban Discovery Academy). In 2025-26, UDA served UTK-12th grades, but discontinued the high school program for 2026-27. UDA proudly serves a geographically, ethnically, and socioeconomically diverse student body that is reflective of our communities. The school population’s diversity is evident with 14% of students identified as English learners, 25% qualifying for special education services, 62% identified as socioeconomically disadvantaged and 6% identified as Homeless. Additionally, 60% are Hispanic/Latino, 16% African American/Black, 14% White, and 6% Two or More Races with small numbers of Filipino, Asian, and Pacific Islander students as well. At UDA, we actively pursue a better tomorrow by empowering our communities with the skills, passion, and purpose to make positive contributions to the world around us. Our mission is to develop students who lead by example, make active, positive contributions to their local and global communities. UDA is a college preparatory program that utilizes interdisciplinary design challenges and real-world experiences to ensure students embody our values of integrity, optimism, empathy, curiosity, community, innovation, and impact. In every grade level, UDA students participate in extensive enrichment programming and field explorations designed to deepen learning. UDA’s plan is to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs. The plans included in the LCAP address these requirements to include focusing on three goals: 1) Improved Academics: Effective practice and use of instructional time to advance student development and academic achievement; 2) School and Community Culture: The development and implementation of school cultural norms and expectations for all; 3) Democratic/Social Engagement: Increase democratic social engagement to construct a learning community inclusive of all. Urban Discovery Academy completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers, and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address
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those areas of opportunity. The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the School Advisory Council and the English Learner Advisory Council. The UDA School Advisory Council (SAC) and the English Learner Advisory Council (ELAC) met several times this year to inform the process. Parents, classified staff, certificated staff, and at least one administrator make up the SAC and although parents make up our ELAC committee we have several staff members who also support the ELAC and participate in ongoing meetings.

The SAC and ELAC councils meet to analyze and discuss interventions to drive academic performance initiatives, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at meetings in the fall and spring. The teachers, staff, students, and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision-making process throughout the year and during LCAP workshops. The decisions consider the needs of UDA based on several data points:

- Resiliency Monitoring Data allows our entire educational staff to conduct bi annual meetings to discuss the needs of every child within the organization in an effort to learn more about external, environmental, and outside influences that impact student behavioral and learning trends. The process requires that all educators review and analyze environmental factors, home life factors, behavioral data, English, Math, and Science scores, IEP data, and EL data across the student community in a collective effort to develop interventions based on the observational trends of the whole student in these areas.
- Student achievement data includes SBAC, ELPAC, and interim assessment data such as iReady, cumulative assessments, attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, homeless students, foster youth, and English learners. This student achievement data and student demographic data is used as a basis for making decisions about the use of supplemental federal funds and the development of policies for core services.
- The Student Councils also provide “street data” and help to drive the needs and asks of students in the areas of: school safety, overall culture, academics, athletics, special programs, and hiring. This council represents a cross section of our community and has regular rotations of students who meet on a weekly basis with the ASB advisors and the administration

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all students, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

The school does not qualify for Equity Multiplier Funding.

Reflections: Annual Performance

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

UDA is proud of the student success as demonstrated on the 2025 CA Dashboard.

English Language Arts scores increased 17.4 points from the previous year to 61 points below standard. The school attributes this success to strengthened curriculum implementation in year three of using this ELA curriculum, as well as the use of specific intervention blocks to provide additional reading support during the school day. Mathematics scores maintained at 94 points below standard. To address this, the school provided professional development for teachers on using iReady data to support mathematics instruction. There also continues to be specific intervention blocks to provide additional math support during the school day.

English Learner Progress increased 3.5 percentage points. 55% of English learners progressed a level or maintained at the highest level on the 2025 ELPAC. We attribute this success to strengthened implementation of the ELD program with intentional scheduling and staffing for supporting Designated ELD instruction with curriculum designed to meet the needs of English learners. The middle and high schools added an English Language Development course to the master schedules to ensure older English learners were also receiving the targeted language support necessary for language acquisition.

The suspension rate increased slightly to 2% in 2024-25. UDA continues to work on strengthening Restorative Practices training and support for staff and students.

Chronic Absenteeism increased 12 percentage points to 41% of students chronically absent in 2024-25.

All 2025 Local Indicators on the CA Dashboard were “Met.”

Actions to Address Lowest Performing Indicators and Student Groups from the 2023 CA Dashboard

The LCAP includes required actions to address the need for improvement related to suspension and chronic absenteeism rates on the 2023 Dashboard:

English Language Arts (Action 1.5) and Mathematics (Action 1.6) for all students and the English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities subgroups. In an effort to address these major student academic concerns, UDA invested in published curriculum resources in English Language Arts and Mathematics to support teachers with a vertically aligned curriculum and supplemental support resources. The curriculum publishers and the school have provided ongoing professional development for teachers to support implementation of the curricula and teachers are pleased to have these resources available. Part of the new curricula includes personalized learning platforms for students to practice English Language Arts and Mathematics lessons at their level, targeting the areas of need. Additionally, the UTK-8th grade curricula includes targeted lesson plans with materials for teachers to use with small groups of students with the same areas of growth.

English Learner Progress for all English learners (Action 1.7) This need is being addressed by providing teachers with enhanced/additional and ongoing professional development on providing support for designated and integrated ELD lessons in their classrooms, as well as classroom coaching specific to addressing the needs of English Learners. At the high school UDA added ELD courses to meet the needs of ongoing multilingual student learners growth towards Level 4 on the ELPAC exam.

Suspension for all students and all subgroups (Action 2.2)

Chronic Absenteeism for all students and all subgroups (Action 2.5)

In 2023-24, the school made great strides in improving the school culture starting with improvements to the physical space that include a cleaner campus, updated facilities, and student artwork adorning the halls. Teachers, staff, and administrators have raised their expectations for student conduct and at the same time deepened relationships with students, so that conflict can be worked through collaboratively.

Learning Recovery Emergency Block Grant (LREBG)

UDA does not have any unexpended LREBG funds for 2026-27.

Reflections: Technical Assistance

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

Not applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Urban Discovery Academy Charter is a single school LEA that is not 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.

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

Engaging Educational Partners

A summary of the process used to engage educational partners 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
Parents	Our parents are a very active part of our school community. Parents serve as members on the School Advisory Council that meets monthly throughout the school year. The revised 2025-26 was brought to the School Advisory Council in October for review. The School Advisory Council held ongoing monthly meetings to contribute to LCAP planning and met to review and approve the LCAP on May 21, 2026. The ELAC committee held several meetings in 2025 to provide input towards and help drive programs and interventions impacting our EL students, thus informing our school LCAP. The school also has a Parent Volunteer Network, which is a group run by parents who coordinate other parents to fundraise and volunteer to help at school events. This group provides feedback regularly to administration about campus and event logistics, as well as school events and parent involvement. Parents also provide feedback through the annual survey administered in the Spring.
Teachers, administrators, and other school personnel	Teachers, administrators, and other school personnel serve as members of the School Advisory Council that meets monthly throughout the school year and which met to review and approve the LCAP on May 6, 2026. Teachers, administrators, and other school personnel also provide feedback during regular all staff meetings, PLC meetings, one on one check in/coaching meetings, and on the annual staff survey.
Students	The student council meets monthly at the elementary and weekly at the middle school with advisors and/or the school administration to provide feedback from the student body and to collaboratively plan upcoming activities with the faculty and administration. Students also provide feedback on the annual student survey administered in the Spring as well as on the annual CHKS survey in select grade levels.
SELPA	The school consults with the SELPA throughout the year on best practices for supporting students with disabilities.
Public Hearing & Board Approval	The revised 2025-26 LCAP was presented for public hearing and approved by the board on November 19, 2025. The 2026-27 LCAP was presented for a public hearing on May 21, 2026 and approved by the board on June 17, 2026.

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

The LCAP was impacted by feedback from educational partners in the following areas:

Administrator feedback informed changes to the LCAP that are necessary due to the discontinuation of the high school program.

Goal 1, Action 9 Enrichment Programming removes Design, and Business/Entrepreneurship programming from the Action description.

Goals and Actions

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	Improved Academics: Effective practice and use of instructional time to advance student development and academic achievement.	Broad

State Priorities addressed by this goal.

Priority 1 Basic Services, Priority 2 Implementation of State Standards, Priority 4 Pupil Outcomes, Priority 7 Course Access, Priority 8 Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

Reflection: We believe that time is an irreplaceable resource that should be invested rather than spent. Our students must master a wide variety of academic, social, and technical skills that they will need to be locally, nationally, and internationally competitive over the course of their lives.

A review of state priorities 1, 2, 4, and 7 and of local priorities from WASC of Goal 1 were conducted to establish those conditions that would best improve the academic achievement of our students. The following were identified as the primary areas of need:

- Ensure our students have outstanding, committed, engaging, and credentialed teachers who are responsive to individual student needs.
- Ensure students have relevant and engaging standards-based curriculum which is mission-aligned and which connects learning to experiences and across disciplines.
- Increase academic performance in English Language Arts and Mathematics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of teachers properly credentialed and appropriately assigned <i>Data Source: SARC</i>	Data Year: 2021-22 88.5% properly credentialed 2.9 teachers misassigned	Data Year: 2022-23 64.1% properly credentialed 8.2 teachers misassigned	Data Year: 2023-24 59% properly credentialed 5.3 teachers misassigned 0 vacancies	100% of teachers are appropriately credentialed; 90% or above of teachers are fully credentialed. Reduce limited assignment teachers to 2.0 or less. Reduce teacher vacancies to 0.	-29.5 +2.4 misassignments
1.2	% of students with access to standards-aligned instructional materials <i>Data Source: SARC</i>	Data Year: 2023-24 100%	Data Year: 2024-25 100%	Data Year: 2025-26 100%	100% of students will have access to standards-aligned instructional materials.	Maintained
1.3	% of responses on the CA Dashboard Implementation of Academic standards rated at least Level 4 (Full Implementation) <i>Data Source: CA Dashboard</i>	Data Year: 2022-23 15/23 65%	Data Year: 2023-24 22/23 96%	Data Year: 2024-25 22/23 96%	Increase to 75% of responses on the CA Dashboard Implementation of Academic standards rated at least Level 4 (Full Implementation).	+7 +31 percentage points

1.4	% of 11th or 12th grade students who have taken at least one dual enrollment course <i>Data Source: Local</i>	Data Year: 2023-24 3.1%	Data Year: 2024-25 56%	Data Year: 2025-26 80%	Maintain at 50% or higher.	+76.9
1.5	% of English learners making progress or maintaining at the highest level on the ELPAC <i>Data Source: CA Dashboard</i>	Data Year: 2022-23 26.4%	Data Year: 2023-24 51.8%	Data Year: 2024-25 55.3%	Increase English Learners making progress or maintaining at the highest level on the ELPAC to 45%.	+28.9
1.6	EL Reclassification Rate <i>Data Source: CALPADS</i>	Data Year: 2022-23 6.4%	Data Year: 2023-24 3%	Data Year: 2024-25 20%	Increase the EL reclassification rate to 10%.	+13.6
1.7	% of Long Term English Learners scoring at Level 3 or 4 on the ELPAC <i>Data Source: ELPAC</i>	Data Year: 2022-23 Level 3: 25% Level 4: 6%	Data Year: 2023-24 Level 3: 25% Level 4: 25%	Data Year: 2024-25 * fewer than 11 students tested	Increase Long Term English Learners scoring at Level 3 or 4 on the ELPAC to >45%.	N/A
1.8	CAASPP ELA Distance from Standard for all students and all numerically significant subgroups <i>Data Source: CA Dashboard</i>	Data Year: 2022-23 All Students: -84.3 EL: -125.4 SED: -106.2 SWD: -139 Hispanic: -120 White: -40	Data Year: 2023-24 All Students: -78.2 EL: -113.3 SED: -98.1 SWD: -129.8 Hispanic: -110.1 White: -13.1	Data Year: 2024-25 All Students: -60.9 EL: -71.1 SED: -71.7 SWD: -99.7 Hispanic: -79.7 White: -17.3	All Students: -72.1 EL: -107.2 SED: -90.8 SWD: -118.8 Hispanic: -102.6 White: -34.2	All Students: +23.4 EL: +54.3 SED: +34.5 SWD: +39.3 Hispanic: +40.3 White: +22.7

1.9	I-ready ELA <i>Data Source: Local</i>	Data Year: 2023-24 51%	Data Year: 2024-25 K-8: 55% Median progress to annual typical growth: 108%	K-8: 45% / median progress towards annual typical growth: 84%	Increase the percent of students meeting growth targets to 60% or higher.	-6
1.10	CAASPP Math Distance from Standard for all students and all numerically significant subgroups <i>Data Source: CA Dashboard</i>	Data Year: 2022-23 All Students: -107.4 EL: -148.8 SED: -135.7 SWD: -143.4 Hispanic: -135.6 White: -66.6	Data Year: 2023-24 All Students: -93.9 EL: -124 SED: -107.6 SWD: -150.2 Hispanic: -122.5 White: -31.2	Data Year: 2024-25 All Students: -94.2 EL: -113.5 SED: -104.9 SWD: -147.4 Hispanic: -121.6 White: -56.7	All Students: -91.8 EL: -127.2 SED: -116 SWD: -122.6 Hispanic: -115.9 White: -56.9	All Students: +13.2 EL: +35.3 SED: +30.8 SWD: -4 Hispanic: +14 White: +9.9
1.11	iReady Math <i>Data Source: Local</i>	Data Year: 2023-24 54%	Data Year: 2024-25 K-8: 47% Median progress to annual typical growth: 94%	K-8: 37% / median progress towards annual typical growth: 76%	Increase the percent of students meeting growth targets to 60% or higher.	-17
1.12	CAST: % of students met/exceeded standards <i>Data Source: Dataquest</i>	Data Year: 2022-23 18% (Corrected in 2025)	Data Year: 2023-24 17%	Data Year: 2024-25 21%	Increase the percent of students meeting/exceeding standards in ELA on the CAST to 35%.	+3
1.13	% of graduates completing A-G requirements <i>Data Source: Dataquest</i>	Data Year: 2022-23 95%	Data Year: 2023-24 80%	Data Year: 2024-25 91%	Maintain 90% or higher of students meeting A-G requirements.	-4

1.14	% of 11th graders ready for college based on SBAC ELA and Math assessments <i>Data Source: Dataquest</i>	Data Year: 2022-23 ELA Ready or Conditionally Ready: 15% Math Ready or Conditionally Ready: 0%	Data Year: 2023-24 ELA Ready or Conditionally Ready: 24% Math Ready or Conditionally Ready: 0%	Data Year: 2024-25 ELA Ready or Conditionally Ready: 64% Math * Fewer than 11 students tested	ELA Ready or Conditionally Ready: 25% Math Ready or Conditionally Ready: 5%	ELA +9 Math +25
1.15	% of graduates prepared for college/career <i>Data Source: CA Dashboard</i>	Data Year: 2022-23 78%	Data Year: 2023-24 77%	Data Year: 2024-25 85%	Increase the percent of students prepared for college (meeting two CCI College Career Indicators) to 80%.	-1

Goal Analysis for 2025-26

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

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

All actions were implemented as planned, but there were some challenges due to enrollment changes and staff transitions after the school announced the high school program would be discontinued next year. The school had to discontinue use of the ELLevation platform due to budget constraints. The ELD Coordinator position for next year will be an extra duty assignment for a full-time teacher, instead of a separate FTE role.

Administrator feedback indicates that the data based instructional planning professional development provided by iReadyhas continued to be valuable for teachers.

The ELA and Math Supports are being successfully implemented with an intervention hour embedded into the elementary schedule for small group instruction in both reading and math. In grades 6-8, the advisory period has been used as an x period to provide ELA and Math Intervention. The school is in the third year of implementing the adopted ELA and Math curriculum and administrators report seeing the positive impact of sustained implementation over time.

The updated ELD program is in its second year of implementation with dedicated ELD courses for middle and high school students. Elementary school English learners are provided designated ELD instruction during a dedicated time block each day.

Enrichment programming showed strong successes alongside a few challenges. Many students participated in advanced opportunities, with a significant number dual-enrolled in college courses and actively engaged in programs like Reality Changers. Most seniors graduated with career certifications through UCSD, reflecting a high level of achievement and college/career readiness.

All students engaged in interdisciplinary projects and benefited from robust enrichment opportunities. The school expanded its offerings through ELOP, including theatre, music, library programs, Sally Ride Science, and visual arts, providing students with a well-rounded educational experience.

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.

The school experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

Expenditure Differences:

- Action 1.1 High Quality Instructional Program: Budgeted \$1,052,083; Estimated Actuals \$1,362,366 Difference due to staffing shifts from staff leaving mid-year and higher than anticipated costs to replace them.
- Action 1.2 Curriculum & Instructional Supplies: Budgeted \$38,835; Estimated Actuals \$25,708 Difference due to purchasing less curricular resources and not continuing with the use of the ELLevation platform.
- Action 1.5 English Language Arts Supports: Budgeted \$ 70,408; Estimated Actuals \$ 86,535;
- Action 1.6 Math Supports: Budgeted \$ 69,132; Estimated Actuals \$ 86,535
- Action 1.7 ELD: Budgeted \$ 43,442; Estimated Actuals \$ 31,063

Differences are due to staffing changes mid-year.

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

The High Quality Instructional program action was not effective as evidenced by the SARC data showing a decrease in 2023-24 of teachers fully credentialed and properly assigned. We will continue to work with our teachers to help them attain the full, appropriate credentials.

Curriculum and instructional supplies action was effective in ensuring that all students have access to standards-aligned instructional materials for use at home and at school.

The technology supports and supplies action was effective as evidenced by the 1:1 device ratios for students and staff. The professional development action was effective as evidenced by 96% of responses on the CA Dashboard Implementation of Academic standards rated at least Level 4 (Full Implementation).

The English Language Arts supports action is showing effectiveness with a 17 point increase in CAASPP ELA scores compared to the previous year. The English Learner subgroup scores also increased by 42 points demonstrating some success towards closing the achievement gap. Additionally, the percentage of 11th graders demonstrating conditional readiness or full readiness for college on the CAASPP assessments increased 40 percentage points in ELA.

The Math Supports action is showing less effectiveness with maintenance of scores on the CAASPP Mathematics assessment. Similarly, i-Ready Math data for 2025-26 shows 37% of K-8 students meeting growth targets, a decrease from the previous year.

The ELD action is also demonstrating effectiveness with an increase of 3.5 percentage points in English Learners progressing a level or maintaining at the highest level on the 2025 ELPAC. Also, the EL Reclassification rate increased to 20% in 2024-25.

The Enrichment Programming action was also effective with 80% of 11th or 12th grade students who have taken at least one dual enrollment course and with an increase in the percentage of graduates meeting A-G requirements in 2024-25. 85% of graduating seniors demonstrated college and career readiness on the CA Dashboard, exceeding our 3-Year target in Year 2.

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 7 ELD: There is no change to the description; however, the ELD Coordinator position for next year will be an extra-duty assignment for a full-time teacher rather than a separate FTE role.

Action 9 Enrichment Programming removes Design, and Business/Entrepreneurship programming from the Action description.

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	High Quality Instructional Program	The school provides a high-quality instructional program with a standards-based instructional program that balances traditional instructional elements with engagement of students in real world challenges that result in student exhibitions of learning.	\$ 845,558	No
1.2	Curriculum and Instructional Supplies	The school provides standards-aligned curriculum and instructional materials for all students for use at home and at school.	\$ 30,750	Yes
1.3	Technology Supports and Supplies	The school provides appropriate technological resources to teachers, staff, and students to ensure students develop digital literacy and can utilize appropriate tools for completing tasks. The school also provides computer-based assessments and personalized learning programs to target each student's specific instructional needs.	\$ 8,986	Yes

1.4	Professional Development (Title II)	All teachers are provided with professional development and coaching in topics such as curriculum implementation, data based instructional planning, especially focused on meeting the needs of all student learners. The school also provides new teachers with induction support through a partnership with UC San Diego Extensions.	\$ 90,388	Yes
1.5	English Language Arts Supports	The school provides a strong instructional program to support students in English Language Arts achievement. All students receive standards-based classroom instruction guided by the adopted curriculum. Teachers differentiate instruction within the classroom through small group instruction. Students also utilize the I-Ready for personalized learning based on their areas of need. Students who are not making adequate progress are provided specific interventions based on a holistic set of data points including attendance, academic, behavioral, and social emotional. Additional staff support with providing these interventions. Students who continue to not make adequate progress are referred to the Student Study Team for further intervention and if needed a referral for special education services.	\$ 69,492	Yes
1.6	Math Supports	The school provides a strong instructional program to support students in Mathematics achievement. All students receive standards-based classroom instruction guided by the adopted curriculum. Students also utilize I-Ready in grades TK-8 for personalized learning based on their areas of need. Students who are not making adequate progress are provided specific interventions based on a holistic set of data points including attendance, academic, behavioral, and social emotional. Additional staff support with providing these interventions. Students who are not able to demonstrate adequate academic progress are referred to the Student Support Team for further support interventions and if needed a referral for special education services.	\$ 69,492	Yes

1.7	ELD	The school provides a structured English Immersion program where all English learners receive integrated and designated ELD services from their classroom teacher with the exception of newcomers who may receive additional pull out support from the ELD teacher on special assignment. Teachers receive professional development and coaching on implementation of strategies such as SDAIE that support English learners during integrated ELD. Teachers are provided professional development and coaching to support implementation of appropriate instruction and strategies to facilitate English language acquisition during designated ELD sessions. Teachers provide designated ELD instruction based on assessment data. The ELD teacher on special assignment provides case management and professional development/coaching for ELD services.	\$ 3,000	Yes
1.8	Long Term English Learners	The ELD teacher on special assignment monitors Long Term English Learner progress on the ELPAC and interim local assessments and works with teachers to implement appropriate classroom strategies to support language acquisition specific to this group of students who have not made progress with previous strategies.	\$ -	No
1.9	Enrichment Programming	The school provides enrichment courses, including Visual Arts/Design, PE/Outdoor Education, STEAM programming and Advisory. To ensure multiple modalities are utilized to reach subgroup populations, and to ensure engaging/relevant instruction provides multiple access points for English learners, foster youth, and low income students, the LEA will provide all teachers with a significant instructional budget to support standards-based, interdisciplinary design challenges & exhibitions. The after school program also provides students opportunities to participate in theater, visual art, music, library, STEM/Engineering and athletics. (ASES- and ELOP-funded)	\$ 637,999	No

Goal 2

Goal #	Description	Type of Goal
2	School/Community Culture: The development and implementation of school cultural norms and expectations for all.	Broad

State Priorities addressed by this goal.

Priorities 1 Basic Services, 5 Pupil Engagement, 3 Parent Engagement Measures, and 6 School Climate

An explanation of why the LEA has developed this goal.

Reflection: What binds us as a school community is our common beliefs, actions, and expectations that we have for everyone. We must have a common set of cultural norms and expectations that create a community of care, respect, positive goals for all, and a belief structure that affirms that together we can achieve our goals.

A review of state priorities 1, 5, and 6 and of local priorities from WASC of Goal 2 were conducted to establish those conditions that would best improve the academic achievement of our students.

The following were identified as the primary areas of need:

A. To decrease suspension rates and maintain low expulsion rates.

B. To increase school attendance.

C. To fully equip facilities to accommodate additional growth and best execute our school mission.

D. To ensure increased accountability for student behavior and positive school culture.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	HS Graduation Rate (LREBG Metric) <i>Data Source: CA Dashboard</i>	Data Year: 2022-23 81.5%	Data Year: 2023-24 76.9%	Data Year: 2024-25 84.6%	Increase graduation rate to 90% or higher.	+3.1
2.2	HS Dropout Rate <i>Data Source: Dataquest</i>	Data Year: 2022-23 18.5%	Data Year: 2023-24 7.7%	Data Year: 2024-25 0%	Decrease to 10% or lower.	-18.5
2.3	Middle School Dropout Rate <i>Data Source: CALPADS</i>	2022-23 7.5%	Data Year: 2023-24 4.2%	Data Year: 2024-25 2.94%	Decrease to 5% or lower.	-4.56
2.4	Suspension Rate <i>Data Source: School Dashboard</i>	Data Year: 2022-23 13%	Data Year: 2023-24 0.8%	Data Year: 2024-25 1.9%	Decrease to 3% or lower by 2027.	-11.1

2.5	Expulsion Rate <i>Data Source: Dataquest</i>	Data Year: 2022-23 0%	Data Year: 2023-24 0%	Data Year: 2024-25 0.5%	Maintain 0.10% or lower expulsion rate.	+0.5
2.6	Attendance Rate <i>Data Source: SIS</i>	Data Year: 2022-23 82%	Data Year: 2024-25 88.59%	Data Year: 2025-26 96.5%	Increase ADA to 92% or higher.	+14.5
2.7	Chronic Absence Rate <i>Data Source: CA Dashboard</i>	Data Year: 2022-23 41%	Data Year: 2023-24 30%	Data Year: 2024-25 42%	Reduce chronic attendance to 20% or lower.	+1
2.8	% of students with positive responses on school safety <i>Data Source: Local Survey</i>	Data Year: 2023-24 51.5% middle school 75% high school	Data Year: 2024-25 CA Healthy Kids Survey: 93% Elementary 50% Middle School 58% High School UDA Climate Survey: 71% (22% unsure) Elementary 89% Middle School 100% High School	Data not yet available at the time of LCAP publication.	Student perceptions of school safety: 70% or higher.	CA Healthy Kids Survey: N/A
2.9	% of parents with positive responses on school safety <i>Data Source: Local Survey</i>	Data Year: 2023-24 91.3%	Data Year: 2024-25 89.5%	Data Year: 2025-26 95%	Parent perceptions of school safety: maintain 85% or higher.	+2.7
2.10	School Facilities Condition <i>Data Source: SARC</i>	Data Year: 2023-24 Facilities in Good Repair	Data Year: 2024-25 Facilities in Good Repair	Data Year: 2025-26 Good	Maintain or exceed facilities in Good Repair on the FIT.	Maintained

2.11	% of staff with positive responses to school and staff culture <i>Data: Local Survey</i>	Data Year: 2024-25 71% (22% unsure)	N/A Data first available in 2024-25	Data Year: 2025-26 75%	% of staff who had positive responses to school culture: 80% or higher.	+4
2.12	% of students reporting school connectedness <i>Data Source: CA Healthy Kids Survey</i>	2022-2023 School connectedness 7th: 24%; 9th: 33%	Data Year: 2024-25 89% elementary 50% middle school 57% high school	Data not yet available at the time of LCAP publication.	50% or higher	N/A

Goal Analysis for 2025-26

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

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

All actions were implemented as planned, except the school was not able to employ a full-time counselor as planned due to reduced enrollment. However, the school contracted with Mending Matters for therapy services for students instead.

With regard to Supplemental Support Services, the credit recovery program provided through LREBG funding has been very helpful for high school students to keep them on track for graduation. Also, the partnerships developed last year have enabled additional support services to be provided to students. The Children and Youth Behavioral Health Initiative (CYBHI) funding has allowed the school to expand mental health and wellness services K-12 starting last spring and continuing into next year for K-8.

In High-Quality Learning Environments, the school was able to add rooftop turf that has been impactful for providing additional physical activity space for elementary students.

In Wellness, the Wellness Coordinator was able to serve both campuses and provide social emotional support services and workshops to students TK-12.

In 2.5 Attendance Support, the school successfully implemented Independent Study contracts and Attendance recovery to keep students learning even when they need to be absent. The new attendance monitoring program has been successful as it tracks attendance and creates the independent study contracts, so the time consuming clerical work is reduced.

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

There were no material differences in budgeted expenditures and estimated actual expenditures.

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

The High-Quality Learning Environments action is showing effectiveness with facility inspections showing the facility to be in overall good repair.

The Supplemental Support Services, Positive School Climate, and Wellness actions are showing mixed effectiveness. The high school graduation rate increased to 85% last year, and the high school and middle school dropout rate decreased. The use of restorative practices as part of the Positive School Climate action has been effective at keeping suspensions to a low 1.9% last year.

Parent survey results show 95% with positive responses regarding school safety.

Attendance support showed little effectiveness in 2024-25 with increased chronic absenteeism to 42%. However daily attendance has increased to 96.5% in 2025-26 indicating that our actions are beginning to show effectiveness.

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

Action 2.1 Supplemental Support Services action description has been revised to remove the description of the use of LREBG funds for credit recovery.

Metric 2.11 % of staff with positive responses to school and staff culture baseline data was added to the Baseline column because this is the first year that data was available recently.

Metric 2.12 has been changed from % of 7th and 9th graders reporting school connectedness to % of students reporting school connectedness because the school is now surveying all grade levels.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Supplemental Support Services	UDA ensures students and their families have necessary resources through partnerships with community organizations. UDA now partners with numerous local organizations to provide mental health, housing, counseling and other specific community-based services for our students and families.	\$ 22,934	Yes

2.2	Positive School Climate	The school creates and maintains a positive school culture based on high expectations for students grounded in strong relationships between students and staff. Students have a voice and ownership of their school community with student council in decision-making and student artwork as the focal point in common areas across campuses. Teachers and staff receive training in restorative practices to ensure the school culture is centered in navigating conflict in a healthy manner. Parents are also involved in the restorative process when students exhibit challenging behaviors to ensure we hear their perspective when designing interventions for the student.	\$ 93,132	Yes
2.3	High-Quality Learning Environments	Continue to ensure all facilities are outfitted, repaired, and cleaned regularly to maintain a positive school culture where all members of the school community feel welcome and safe. Add furniture, fixtures, equipment, as needed. Maintain outdoor space and resources to support outdoor recess and play for TK-8 students.	\$ 1,195,995	No
2.4	Wellness	Provide social emotional learning for students through morning meetings for elementary school students and advisory periods for middle school students. The school also provides a Wellness Center as a designated space for students who need a break or support. The school refers students out to community mental health partners for additional mental health support. UDA will also continue to employ a Wellness Coordinator to provide social emotional support services and workshops for students.	\$ 50,000	No
2.5	Attendance	The Attendance policy outlines the specific steps and strategies to ensure students attend school each day. For students in danger of becoming chronically absent, the school utilizes a student attendance review team to involve parents in the intervention process partnering with SDPD resource officers and CPS as needed. The school utilizes independent study contracts and attendance recovery to ensure students can continue learning despite absences. The school will continue to use an attendance monitoring program to track student attendance.	\$ 16,980	Yes

Goal 3

Goal #	Description	Type of Goal
3	Democratic/Social Engagement: Increase democratic social engagement to construct a learning community inclusive of all.	Broad

State Priorities addressed by this goal.

Priority 3 Parent Engagement

An explanation of why the LEA has developed this goal.

Reflection: We believe that education is a democratic process that requires the engagement of a broad variety of vested Educational Partners. We will take an active stance in developing a variety of forums for parents, students, teachers, and community members. A review of state priority 3 and of local priorities from WASC of Goal 3 were conducted to establish outcomes, areas for improvement, and action items for improved community engagement.

The following were identified as the primary areas of need:

- A. To increase parent and community engagement, particularly for English learners, low-income students, and foster youth families.
- B. To create and enhance established and accessible paths for communication between all educational partners.
- D. To implement a coordinated community outreach

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	# of Family Workshops <i>Data Source: Local</i>	Data Year: 2023-24 4 workshops	Data Year: 2024-25 >5	Data Year: 2025-26 >5	5 or more workshops provided for families.	+1
3.2	% of families responding to family survey <i>Data Source: Local</i>	Data Year: 2023-24 9.3% of families completed the survey.	Data Year: 2024-25 65 families (20%)	Data Year: 2025-26 38 families (14%)	Increase the % of families responding to climate surveys to 20%.	+4.7
3.3	% of families responding positively about feeling welcome to participate <i>Data Source: Local</i>	Data Year: 2023-24 95% of families feel welcome to participate at the school.	Data Year: 2024-25 84%	Data Year: 2025-26 90%	Maintain the % of families feeling welcome to participate at 80% or above.	-5
3.4	# of Community Partner Meetings <i>Data Source: Local</i>	Data Year: 2024-25 >5	N/A 2024-25 first year data was available	Data Year: 2025-26 >5	5 or more meetings per year	Maintained

Goal Analysis for 2025-26

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

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

All actions were implemented as planned.

Family engagement efforts showed meaningful growth, with parents increasingly involved in event planning and shared decision-making. The school created inclusive opportunities such as Elementary Family Fridays, where families participate in morning meetings, and invited parents to data walks to better understand student achievement. A wide range of post-secondary workshops, Saturday meetings, and ongoing family workshops further strengthened connections with the school community. Continued implementation of CEI also supported and sustained these engagement efforts.

At the same time, challenges remained. Consistent communication in Spanish was difficult to maintain, particularly for emails and in-person meetings where translation support was not always available due to staffing limitations. While tools like Talking Points helped with automatic translation, gaps persisted across other communication methods. Additionally, participation in ELAC was limited, leading the school to combine efforts with the School Advisory Council to increase family voice and involvement.

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

There were no material differences in budgeted expenditures and estimated actual expenditures.

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

Family Outreach and Communication has been successful with 90% of families responding positively about feeling welcome to participate. Family Education/Workshops has been effective with at least five Family Workshops provided this year. Collaborative Engagement in Decision-Making has been effective as evidenced by regular well-attended School Advisory Council (SAC) and Parent Volunteer Network (PVT) meetings. The school would like to see higher attendance at ELAC meetings and greater participation in the school survey with only 14% of families responding to the family survey this year.

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 3.3 removes the Community Engagement Initiative (CEI) from the action description because the initiative is coming to an end this 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
3.1	Family Outreach & Communication	The school will provide effective communication with the school community in both English and Spanish. The school will utilize consultants for community outreach and media services to effectively engage with the school community. The school will utilize translation services for weekly communications and report cards through software and staffing.	\$ 36,887	Yes
3.2	Family Education/ Workshops	Schedule and hold parent/family workshops. Specifically focus on engaging various subgroups (EL, low income, foster youth) in accessing school supports for students. Continue to add school workshops on equity, TITLE rights.	\$ 22,934	Yes
3.3	Collaborative Engagement in Decision-Making	The school will ensure democratic processes for all members of the school community to participate in school decision-making. We will administer a climate survey for parent, student, and personnel feedback. We will continue to increase parent engagement through participation in the School Advisory Council (SAC), the English Learner Advisory Council (ELAC).	\$ 22,934	Yes

Increased or Improved Services 2026-2027

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$ 440,321	\$ 22,123

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
15.92%	0%	\$ 0	15.92%

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). Homeless, EL, Socio-e- disadvantaged,

Goal & Action #s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2, 1.3, 1.4	Low Income, English Learners, and Foster Youth require differentiated resources and instruction to meet their varied needs.	UDA provides curriculum and instructional materials specifically designed to provide differentiated resources to support teachers in providing differentiated instruction. The school also provides computer-based assessments and personalized learning programs to target each student's specific instructional needs and professional development for teachers on how to best utilize this data to provide targeted classroom instruction.	1.8, 1.10 CAASPP ELA & Math DfS: SED, EL, and FY

1.5, 1.6	Low Income, English Learners, and Foster Youth require differentiated resources and instruction to meet their varied needs.	The school provides additional staffing and personalized learning resources to ensure each student's areas of need are addressed. Students who are not making adequate progress are provided specific interventions based on a holistic set of data points including attendance, academic, behavioral, and social emotional. Additional staff support with providing these interventions. Students who continue to not make adequate progress are referred to the Student Study Team for further intervention and if needed a referral for special education services.	1.8, 1.10 CAASPP ELA & Math DfS: SED, EL, and FY
2.1, 2.2	Chronic Absenteeism is at Yellow level for Socioeconomically Disadvantaged students and the Orange level for English Learners on the 2024 CA Dashboard.	Students need school to be a positive, welcoming environment with clear expectations for student behavior, so that they want to attend each day. Additionally, schools need to provide opportunities for families to engage with outside support providers for mental health, housing, counseling supports to ensure families have what they need to get students to school each day. The Supplemental Support Services, and Positive School Climate actions create this type of environment of supports for students by providing additional staffing to support students and their families. These actions have been successful at reducing suspension to 1.9% in 2024-25, but chronic absenteeism remains high. All students benefit from these actions, but Socioeconomically Disadvantaged students and English learners benefit even more so from the consistency and rewards provided.	2.7 Chronic Absence Rate for SED, EL, and FY
2.5	Chronic Absenteeism is at Yellow level for Socioeconomically Disadvantaged students and the Orange level for English Learners on the 2024 CA Dashboard.	UDA provides additional staff and resources to monitor student attendance and provide interventions.	2.7 Chronic Absence Rate for SED, EL, and FY

3.1, 3.2, 3.3	Parents of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning. Parents of English Learners benefit from additional outreach to support their students in English Language Development.	UDA provides multiple opportunities for parents to participate in the school community with various activities throughout the year. Parent workshops and events are conducted throughout the year and parent surveys are administered annually. Additional resources and staff time is provided for communication about these events and hosting each meeting/workshop. This action is provided on a school-wide basis because all students will benefit, but Socioeconomically Disadvantaged, Foster Youth and English learners will benefit the most from the additional outreach and parent workshops.	3.4 % of families responding positively about feeling welcome to participate
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Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.7	English Learners need teachers to use strategies to develop English language proficiency. In 2022-23 26.4% of English learners made progress towards English language proficiency.	This action provides staff member time to monitor English learner progress on the ELPAC and interim local assessments to implement appropriate strategies to support language acquisition.	1.5 % of English learners making progress or maintaining at the highest level on the ELPAC

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

Not 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.

Urban Discovery Academy is a single school LEA with a greater than 55% unduplicated pupil population that will use the additional concentration grant add-on funding to retain staff providing direct services to students through the following actions:
Goal 1, Action 5 retains additional staff that provides instructional support 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 classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2026-2027 Total Planned Expenditures Table

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	\$ 2,765,796	\$ 440,321	15.92%	0.00%	15.92%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personne	Total Non-personnel
Totals	\$ 2,281,108	\$ 846,834	\$ -	\$ 89,519	\$ 3,217,461	\$ 1,710,917	\$ 1,456,544

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	High Quality Instructional Program	All	No	LEA-wide	N/A	UDS	Ongoing	\$ 845,558		\$ 845,558				\$ 845,558	0.000%
1	2	Curriculum & Instructional Supplies	All	Yes	LEA-wide	All	UDS	Ongoing		\$ 30,750	\$ 30,750				\$ 30,750	0.000%
1	3	Technology Supports and Supplies	All	Yes	LEA-wide	All	UDS	Ongoing		\$ 8,986	\$ 8,986				\$ 8,986	0.000%
1	4	Professional Development (Title II)	All	Yes	LEA-wide	All	UDS	Ongoing	\$ 72,797	\$ 17,591	\$ 80,853			\$ 9,535	\$ 90,388	0.000%
1	5	English Language Arts Supports	All	Yes	LEA-wide	All	UDS	Ongoing	\$ 69,492		\$ 69,492				\$ 69,492	0.000%
1	6	Math Supports	All	Yes	LEA-wide	All	UDS	Ongoing	\$ 69,492		\$ 69,492				\$ 69,492	0.000%
1	7	ELD	EL	Yes	Limited	English	UDS	Ongoing	\$ 3,000		\$ 3,000				\$ 3,000	0.000%
1	8	Long Term English Learners	EL	No	Limited	N/A	UDS	Ongoing							\$ -	0.000%
1	9	Enrichment Programming	All	No	LEA-wide	N/A	UDS	Ongoing	\$ 491,999	\$ 146,000	\$ 29,015	\$ 529,000		\$ 79,984	\$ 637,999	0.000%
2	1	Supplemental Support Services (LREBG)	All	Yes	LEA-wide	All	UDS	Ongoing	\$ 22,934		\$ 22,934				\$ 22,934	0.000%
2	2	Positive School Climate	All	Yes	LEA-wide	All	UDS	Ongoing	\$ 72,797	\$ 20,335	\$ 93,132				\$ 93,132	0.000%
2	3	High-Quality Learning Environments	All	No	LEA-wide	N/A	UDS	Ongoing		\$ 1,195,995	\$ 878,161	\$ 317,834			\$ 1,195,995	0.000%
2	4	Wellness	All	No	LEA-wide	N/A	UDS	Ongoing			\$ 50,000				\$ 50,000	0.000%
2	5	Attendance Support	All	Yes	LEA-wide	All	UDS	Ongoing	\$ 16,980		\$ 16,980				\$ 16,980	0.000%
3	1	Family Outreach & Communication	All	Yes	LEA-wide	All	UDS	Ongoing		\$ 36,887	\$ 36,887				\$ 36,887	0.000%
3	2	Family Education/Workshops	All	Yes	LEA-wide	All	UDS	Ongoing	\$ 22,934		\$ 22,934				\$ 22,934	0.000%
3	3	Collaborative Engagement in Decision-Making	All	Yes	LEA-wide	All	UDS	Ongoing	\$ 22,934		\$ 22,934				\$ 22,934	0.000%

2026-2027 Contributing Actions Table

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 2,765,796	\$ 440,321	15.92%	0.00%	15.92%	\$ 478,374	0.000%	17.296%	Total:	\$ 478,374
								LEA-wide Total:	\$ 475,374
								Limited Total:	\$ 3,000
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	Curriculum & Instructional Supplies	Yes	LEA-wide	All	UDS	\$ 30,750	0.000%
1	3	Technology Supports and Supplies	Yes	LEA-wide	All	UDS	\$ 8,986	0.000%
1	4	Professional Development (Title II)	Yes	LEA-wide	All	UDS	\$ 80,853	0.000%
1	5	English Language Arts Supports	Yes	LEA-wide	All	UDS	\$ 69,492	0.000%
1	6	Math Supports	Yes	LEA-wide	All	UDS	\$ 69,492	0.000%
1	7	ELD	Yes	Limited	English Learners	UDS	\$ 3,000	0.000%
2	1	Supplemental Support Services (LREBG)	Yes	LEA-wide	All	UDS	\$ 22,934	0.000%
2	2	Positive School Climate	Yes	LEA-wide	All	UDS	\$ 93,132	0.000%
2	5	Attendance Support	Yes	LEA-wide	All	UDS	\$ 16,980	0.000%
3	1	Family Outreach & Communication	Yes	LEA-wide	All	UDS	\$ 36,887	0.000%
3	2	Family Education/Workshops	Yes	LEA-wide	All	UDS	\$ 22,934	0.000%
3	3	Collaborative Engagement in Decision-Making	Yes	LEA-wide	All	UDS	\$ 22,934	0.000%

2025-2026 Annual Update Table

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Expenditures (Total Funds)
Totals:	\$ 3,287,244	\$ 3,611,768

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 Actuals (Input Total Funds)
1	1	High Quality Instructional Program	No	\$ 1,052,083	\$ 1,362,366
1	2	Curriculum & Instructional Supplies	Yes	\$ 38,835	\$ 27,606
1	3	Technology Supports and Supplies	Yes	\$ 81,817	\$ 86,667
1	4	Professional Development (Title II)	Yes	\$ 25,708	\$ 25,701
1	5	English Language Arts Supports	Yes	\$ 70,408	\$ 86,535
1	6	Math Supports	Yes	\$ 69,132	\$ 86,535
1	7	ELD	Yes	\$ 43,442	\$ 31,063
1	8	Long Term English Learners	Yes	\$ 9,216	\$ 7,766
1	9	Enrichment Programming	No	\$ 542,112	\$ 533,617
2	1	Supplemental Support Services (LREBG)	Yes	\$ 45,933	\$ 45,288
2	2	Positive School Climate	Yes	\$ 141,870	\$ 143,711
2	3	High-Quality Learning Environments	No	\$ 933,934	\$ 942,048
2	4	Wellness	Yes	\$ 102,568	\$ 101,359
2	5	Attendance Support	Yes	\$ 36,889	\$ 39,728
3	1	Family Outreach & Communication	Yes	\$ 50,341	\$ 48,805
3	2	Family Education/Workshops	Yes	\$ 21,478	\$ 21,488
3	3	Collaborative Engagement in Decision-Making	Yes	\$ 21,478	\$ 21,488

2025-2026
Contributing Actions
Annual Update Table

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 525,788	\$ 643,943	\$ 773,738	\$ (129,795)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	Curriculum & Instructional Supplies	Yes	\$ 29,685	\$ 27,606	0.000%	0.000%
1	3	Technology Supports and Supplies	Yes	\$ 81,817	\$ 86,667	0.000%	0.000%
1	4	Professional Development (Title II)	Yes	\$ 11,519	\$ 25,701	0.000%	0.000%
1	5	English Language Arts Supports	Yes	\$ 70,408	\$ 86,535	0.000%	0.000%
1	6	Math Supports	Yes	\$ 69,132	\$ 86,535	0.000%	0.000%
1	7	ELD	Yes	\$ 43,442	\$ 31,063	0.000%	0.000%
1	8	Long Term English Learners	Yes	\$ 9,216	\$ 7,766	0.000%	0.000%
2	1	Supplemental Support Services (LREBG)	Yes	\$ 21,478	\$ 45,288	0.000%	0.000%
2	2	Positive School Climate	Yes	\$ 139,870	\$ 143,711	0.000%	0.000%
2	4	Wellness	Yes	\$ 50,771	\$ 101,359	0.000%	0.000%
2	5	Attendance Support	Yes	\$ 30,808	\$ 39,728	0.000%	0.000%
3	1	Family Outreach & Communication	Yes	\$ 42,841	\$ 48,805	0.000%	0.000%
3	2	Family Education/Workshops	Yes	\$ 21,478	\$ 21,488	0.000%	0.000%
3	3	Collaborative Engagement in	Yes	\$ 21,478	\$ 21,488	0.000%	0.000%

25-26 LCFF Carryover Table

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)
\$ 3,284,396	\$ 525,788	1.390%	17.399%	\$ 773,738	0.000%	23.558%	\$0.00 - No Carryover	0.00% - No Carryover

Instructions

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]).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

Local Control and Accountability Plan Instructions

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

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

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

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

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

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

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

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

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

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

Local Control and Accountability Plan Instructions

- 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.
 - o 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,

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
• Enter the metric number.
Metric
• Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.
Baseline
• Enter the baseline when completing the LCAP for 2024–25. - o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate). - o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. - o Indicate the school year to which the baseline data applies. - o The baseline data must remain unchanged throughout the three-year LCAP. ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data. ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners. - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.
Year 1 Outcome
• When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Local Control and Accountability Plan Instructions

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.
 - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

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

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

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

Purpose

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

understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **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%).

- o 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)**
 - o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - o 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)**

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

Contributing Actions Annual Update Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

Local Control and Accountability Plan Instructions

- **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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