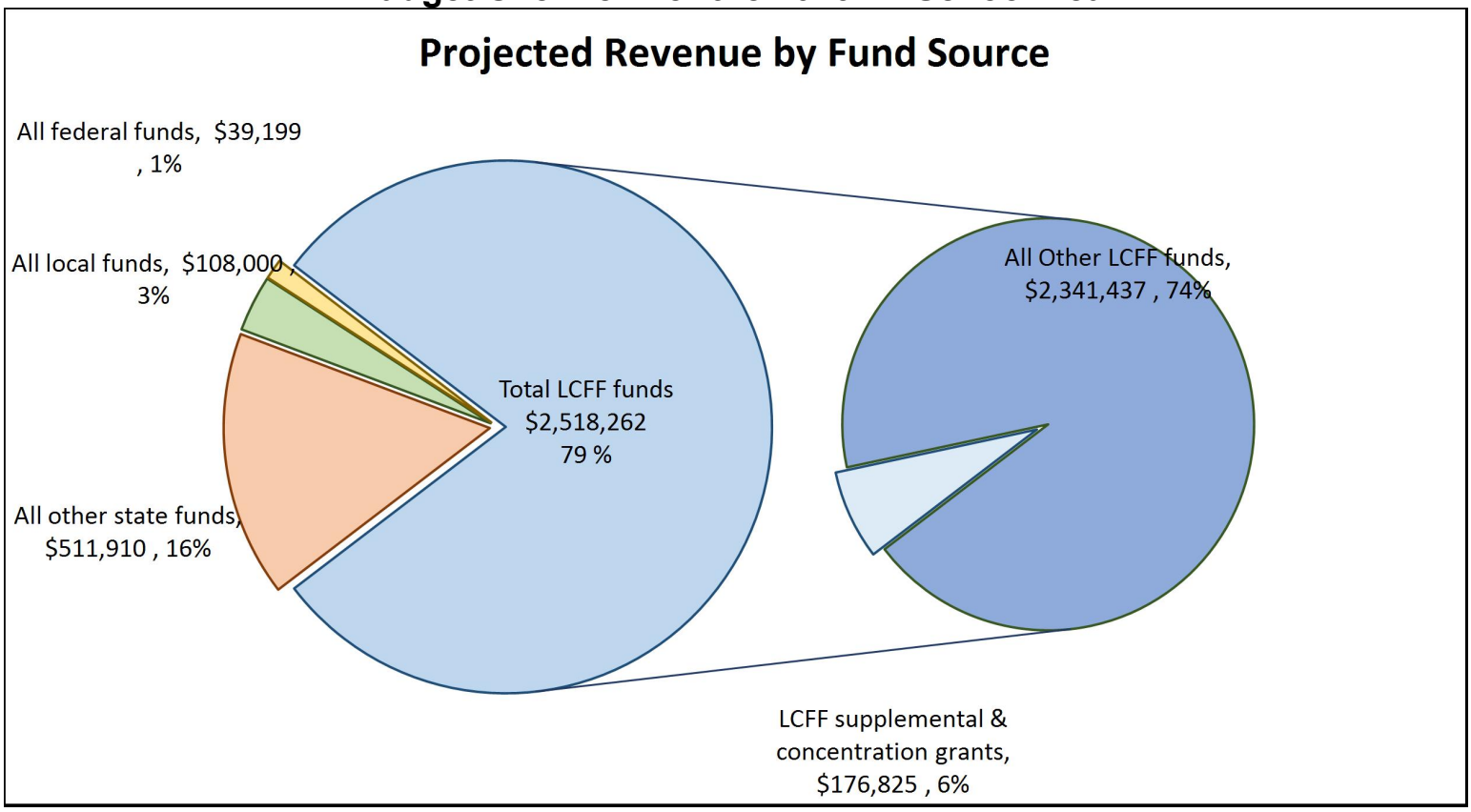
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Old Town Academy K-8 Charter
CDS Code: 37 68338 0123778
School Year: 2026-27
LEA contact information:
Devon Phillips
Executive Director & Principal
dphilips@oldtownacademy.org
(619) 574-6225

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

Budget Overview for the 2026-27 School Year

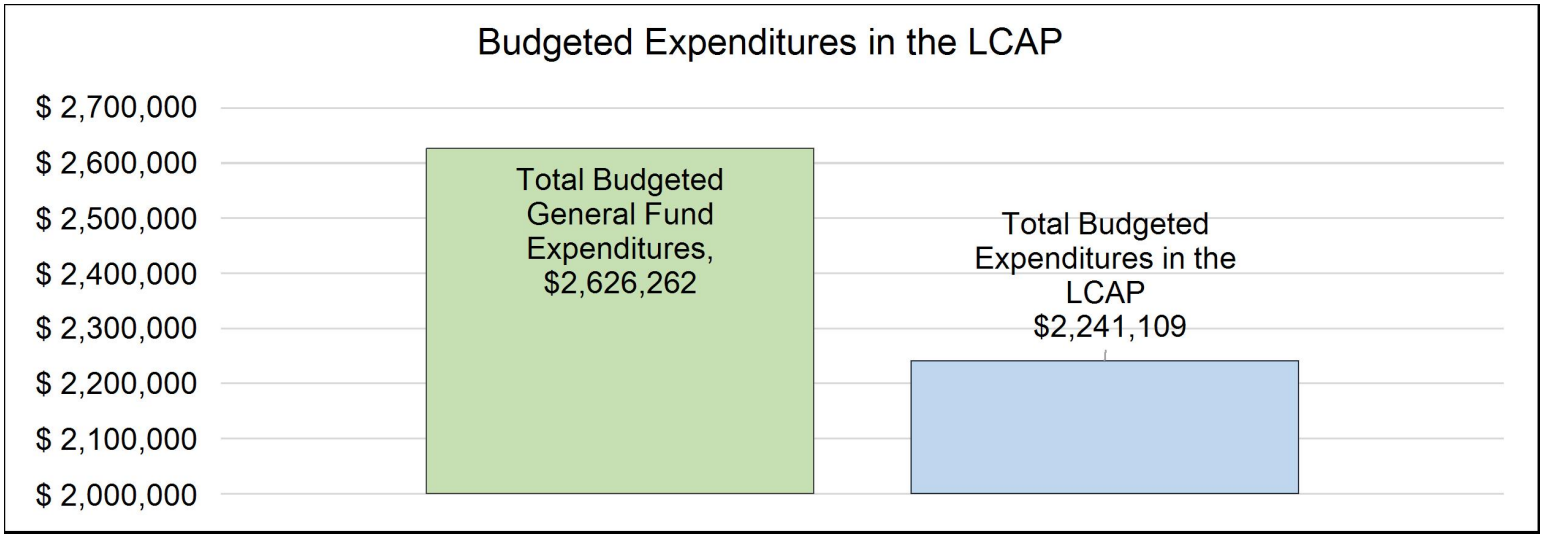


This chart shows the total general purpose revenue Old Town Academy K-8 Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Old Town Academy K-8 Charter is $3,177,371, of which $2,518,262 is Local Control Funding Formula (LCFF), $511,910 is other state funds, $108,000 is local funds, and $39,199 is federal funds. Of the $2,518,262 in LCFF Funds, $176,825 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 Old Town Academy K-8 Charter plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

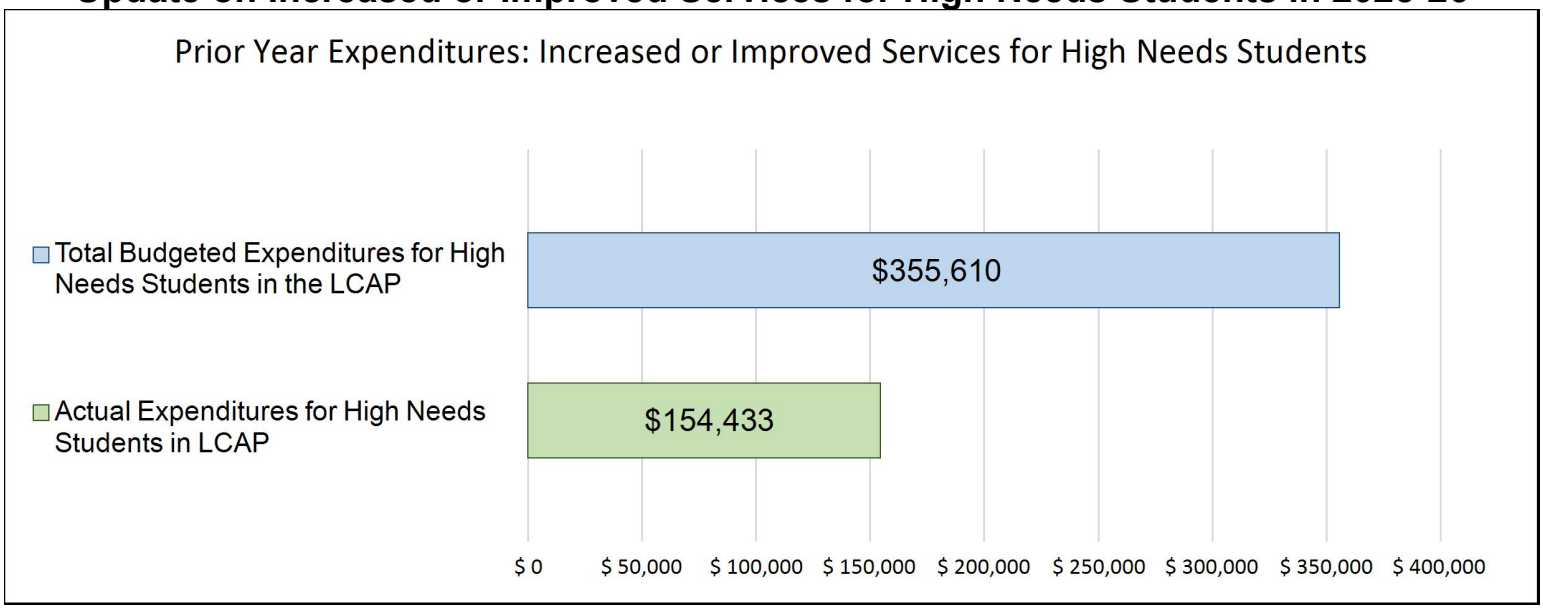
The text description of the above chart is as follows: Old Town Academy K-8 Charter plans to spend $2,626,262 for the 2026-27 school year. Of that amount, $2,241,109 is tied to actions/services in the LCAP and $385,153 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2026-27, Old Town Academy K-8 Charter is projecting it will receive $176,825 based on the enrollment of foster youth, English learner, and low-income students. Old Town Academy K-8 Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Old Town Academy K-8 Charter plans to spend $180,487 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 Old Town Academy K-8 Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Old Town Academy K-8 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, Old Town Academy K-8 Charter's LCAP budgeted $355,610 for planned actions to increase or improve services for high needs students. Old Town Academy K-8 Charter actually spent $154,433 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Old Town Academy K-8 Charter	Devon Phillips Executive Director & Principal	dphillips@oldtownacademy.org (619) 574-6225

Plan Summary [2026-27]

General Information

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

Old Town Academy is a K through 8 independent charter school located in the historic Old Town neighborhood of San Diego, often referred to as the birthplace of California. Established in 2010, OTA is committed to cultivating future leaders equipped with the skills and competencies necessary to thrive in an ever evolving world. Our educational approach emphasizes collaboration, communication, critical thinking, and problem solving, fostering resilient students who learn from experience and are not afraid to take risks.

Guided by our core value of Equity and Excellence for All Students, OTA offers a rigorous academic program rooted in the Core Knowledge curriculum. Our instructional practices prioritize meaningful and challenging experiences, including project based learning, to ensure students are well prepared for the complexities of the modern world. Complementing our academic offerings are robust programs in instrumental music, digital literacy, and robotics, reflecting our dedication to a well rounded education.
OTA's strategic vision is centered on developing students who are not only academically proficient but also socially responsible and community oriented. Our curriculum is designed to become more rigorous each year, with high expectations set for all students. We emphasize personal and social responsibility, encouraging students to be self motivated, self disciplined, and engaged members of their communities. This vision is supported by our 16 commitments, which include maintaining a low student to teacher ratio, promoting community service, and ensuring a balanced curriculum that integrates STEM and the arts.

Demographics and Enrollment

As of the 2025 through 2026 school year, OTA serves 212 students in grades K through 8 with the following demographic breakdown:

White: 42.3%
Hispanic/Latino: 33.5%
African American: 4.6%
Asian: 5.0%
Socioeconomically Disadvantaged: 28.9%
English Learners: 8.2%
Students with Disabilities: 14.4%
Foster Youth: 0.0%

OTA maintains a student to teacher ratio of 18 to 1, with 88.8% of teaching FTE holding a clear credential. That figure is above both the county average of 85.9% and the statewide average of 82.5%, reflecting our commitment to placing fully qualified teachers in every classroom.

Academic Performance

OTA's 2025 California School Dashboard results reflect the kind of outcomes we work toward every day. All students earned a Blue rating in English Language Arts, scoring 23.6 points above standard, up 16.1 points from the prior year. In Mathematics, all students also earned Blue, scoring 17.8 points above standard, up 20.6 points. In Science, all students earned Blue with a score of 58.0 points above standard, up 7.6 points. These results place OTA well above state averages across all three academic indicators. Our ELA Growth rating is Accelerated and our Math Growth rating is Exceptional, with 75.5% and 76.0% of students respectively improving their scores from the prior year.
Areas of Focus

While our academic results are strong, we are clear eyed about where we have work to do. OTA received an Orange rating on Chronic Absenteeism in 2025, with 19.9% of students classified as chronically absent. This is above the state average of 17.1% and represents our most pressing area for improvement. Four student subgroups are currently rated Red in this indicator: Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and Two or More Races. We are committed to addressing these disparities through targeted, relationship based outreach and supports.

OTA also received an Orange rating on the Suspension Rate indicator, with 2.4% of students suspended for at least one day. While this is below the state average of 2.9%, the upward trend and the Red rating for our Students with Disabilities subgroup at 6.7% tell us we need to do better. Our restorative practices philosophy and ongoing PBIS work will continue to guide our approach.

OTA recognizes the challenge of enrollment recovery since the pandemic and continues to pursue strategies to grow our student body while preserving the small school culture and personalized learning environment that define who we are.

Reflections: Annual Performance

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

Last year, we were candid about a dip in student performance and committed to a strong rebound. We are proud to report that is exactly what happened.

Academic Performance
OTA's 2025 California School Dashboard results reflect the strongest single year improvement we have seen in recent memory. All students earned a Blue rating in English Language Arts, scoring 23.6 points above standard. That is an increase of 16.1 points from 2024, when our all students score sat at just 7.5 points above standard. In Mathematics, all students earned Blue at 17.8 points above standard, an increase of 20.6 points from 2024, when we briefly dipped to 2.8 points below standard. These results are not just improvements. They represent a full recovery and then some.

The five year trend tells an important story. Our scores declined during and after the pandemic, as they did for schools across the state, but the trajectory has been clear: we identified the problem, we responded with focused instruction and teacher collaboration, and our students delivered.

Historical ELA Distance from Standard:

2019	2022	2023	2024	2025
63.5 Above.	50.4 Above	23.1 Above	7.5 Above	23.6 Above

Historical Math Distance from Standard:

2019	2022	2023	2024	2025
45.1 Above	23.7 Above	14.7 Above	2.8 Below	17.8 Above

In Science, all students earned Blue with a score of 58.0 points above standard, up 7.6 points from the prior year. The state average is 52.6 points above standard.

Our growth ratings further underscore the momentum. OTA earned an Accelerated rating in ELA Growth, with 75.5% of students improving their score from the prior year. In Mathematics, we earned an Exceptional rating, the highest level available, with 76.0% of students improving. These are not averages being carried by a few high performing students. Across nearly every subgroup with sufficient data, students at OTA are growing.

English Learner Progress
OTA's English Learner Progress Indicator received a No Performance Review designation in 2025 due to our small EL population of 10 students. The Dashboard requires a minimum number of students before a color is assigned. Our ELPAC data shows that 100% of current EL students maintained their proficiency level with no students declining. We recognize that 0% progressed to a higher level and that remains an area we are actively working to improve through daily designated ELD instruction and individualized language supports.

Chronic Absenteeism
Chronic absenteeism continues to be a central focus for OTA. In 2025 we received an Orange rating with 19.9% of students classified as chronically absent, a slight increase of 0.8 points from 2024. The state average is Yellow at 17.1%. Our pre pandemic rate of 4.0% in 2019 tells us what is possible, and we have not stopped working toward getting back there.

The data within our subgroups is where the urgency is most clear. Four subgroups are currently rated Red: Hispanic at 21.9%, Socioeconomically Disadvantaged at 32.9%, Students with Disabilities at 32.6%, and Two or More Races at 33.3%. These are students who are missing meaningful instructional time, and we are addressing this through proactive family outreach, individualized attendance goal setting, our YMCA after school partnership, the SARB process, and culturally responsive communication with our most affected families.

Suspension Rate
In 2025, OTA received an Orange rating on the Suspension Rate indicator with 2.4% of students suspended for at least one day. That is an increase of 0.4 percentage points from 2024 and compares to a state average of Green at 2.9%. While our overall rate remains below the state average, the upward trend is something we take seriously. There were zero expulsions reported.

Our most significant concern within this indicator is our Students with Disabilities subgroup, which received a Red rating at 6.7% suspended, up 6.7 percentage points. This disparity is unacceptable to us. We are responding with enhanced PBIS implementation, stronger MTSS supports, and a more intentional collaboration between our general education and special education teams to address behavioral needs before they reach the point of suspension.
OTA's suspension rate history reflects what we are capable of. In 2019 our rate was 0.4% and in 2023 it was 0.0%. We know how to get there and we are committed to getting back.

Local Assessment Data
OTA administered assessments in ELA and Math across grades K through 8 during the 2024 through 2025 school year. Results showed strong student growth consistent with our Dashboard outcomes. Our collaborative data analysis process, which includes vertical articulation before the school year and ongoing benchmark reviews through MAP assessments, continues to drive instructional decisions at every grade level. Students who are not on track are referred to our Comprehensive Student Assistance Team, which includes credentialed teachers, special education paraprofessionals, an onsite speech therapist, and a school psychologist.

Local Indicators
OTA met the standard on all five local indicators in 2025: Basics, Implementation of Academic Standards, Parent and Family Engagement, Local Climate Survey, and Access to a Broad Course of Study. These ratings reflect the strength of our foundational systems and our ongoing commitment to quality across every area of school operation.

Reflections: Technical Assistance

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

N/A

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement

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

In preparation for the 2026 through 2027 LCAP, Old Town Academy used multiple strategies to engage educational partners throughout the 2025 through 2026 school year. School leadership and staff made it a priority to create consistent and accessible opportunities for families, teachers, students, and community members to share their perspectives and help shape the direction of this plan.

Engagement Opportunities
Our engagement efforts included monthly Coffee with the Principal events, which continue to be one of our most valued touch points with families. New and returning families were welcomed through our Kindergarten Meet and Greet and New Parent Night at the start of the school year. Back to School Night gave teachers the opportunity to connect with families and share their vision for the year ahead. Parent teacher conferences followed the first academic quarter, providing a structured space for individualized conversations about student progress.

Monthly Parent Foundation meetings, held on the first Monday of each month, continued to offer both in person and virtual attendance options to ensure all families could participate regardless of schedule. Parents, staff, and community members were also encouraged to attend monthly board meetings, where school performance data and planning priorities were regularly discussed.
Student voice remained a meaningful part of our engagement process. Through the Principal Advisory Committee, each class had a student representative who met monthly with the principal and brought information and feedback back to their peers. This structure ensures that the students we serve have a real role in shaping the school experience.

LCAP Committee
A dedicated LCAP committee was established at the beginning of the 2025 through 2026 school year to ensure broad representation from all educational partners. The committee included two teachers, two parents, a board member, and the Executive Director. Their work focused on gathering feedback, analyzing data, and guiding the development of this plan. Recurring themes that emerged from their collaboration are reflected throughout the goals and actions in the final plan. These themes included continued support for student mental health, expanded

social emotional learning training for staff, improved communication with families, and a sustained commitment to Core Knowledge, project based learning, and a positive school climate through our school virtues program.
To gather final input before board approval, parent, teacher, and student surveys were conducted in May. These surveys were developed collaboratively by the LCAP committee to capture perspectives from all educational partners.

Data as a Driver
The most significant influence on the 2026 through 2027 LCAP was our analysis of student performance data, and this year that data told an encouraging story. Our 2025 California School Dashboard results showed a strong rebound across all academic indicators, with Blue ratings in ELA, Math, and Science, and growth ratings of Accelerated in ELA and Exceptional in Math. After a difficult stretch during and after the pandemic, our students and teachers delivered the kind of results that reflect what OTA is capable of.

At the same time, our data made clear where we need to keep pushing. Chronic absenteeism remains our most pressing challenge, with an Orange rating at 19.9% and four subgroups rated Red. Our suspension rate also received an Orange rating, driven in large part by a significant increase among our Students with Disabilities subgroup. These findings shaped the goals and actions in this plan as directly as our academic results did.
Looking ahead, OTA will maintain its focus on reading and math core competencies while deepening our investment in project based learning, family communication, and the social emotional supports that help all students show up and stay engaged. We will continue to examine our site level practices and explore models that support acceleration and personalized instruction for every student. Specific actions and metrics related to these priorities are outlined under each goal in the 2026 through 2027 LCAP.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Conditions of Learning Cultivate a learning community whereby all educational partners are committed to providing a safe, substantive environment for all students to reach high levels of achievement through a robust standards-based curriculum, focused interventions, and sound instructional practices for heightened effectiveness.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed as an overarching goal meant to address engagement, climate and the core components of the K-12 instructional program provided by OTA.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	School facilities are maintained in good repair (Priority 1)	100% Facilities in “Good Repair” as measured by the FIT	100% Facilities in “Good Repair” as measured by the FIT		0 Instances of facilities not meeting "good repair" standard	No Difference from Baseline
1.2	Every student has sufficient access to	100% teachers/students provided standards	100% teachers/students provided standards		100% teachers/students provided standards	No Difference from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	standards-aligned instructional materials (Priority 1)	aligned instructional materials	aligned instructional materials		aligned instructional materials	
1.3	Teachers appropriately assigned and credentialed/meet federal and state requirements (Priority1)	100% of teachers appropriately assigned and credentialed	100% of teachers appropriately assigned and credentialed		100% of teachers appropriately assigned and credentialed	No Difference from Baseline
1.4	Implementation of the academic content and performance standards adopted by the state board (Priority 2)	Full content and standard compliance	Full content and standard compliance		California Dashboard Local Indicator for Implementation of Standards ELA 5 ELD 5 MATH 5 NGSS 5 HISTORY 5	No Difference from Baseline
1.5	Access to a broad course of study (Priority 7)	100% of students have access to a broad course of study	100% of students have access to a broad course of study		100% of students have access to a broad course of study	No Difference from Baseline

Goal Analysis [2025-26]

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

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

Goal 1 centers on ensuring that foundational conditions for learning are in place—this includes safe and well-maintained facilities, access to standards-aligned materials, qualified staff, full standards implementation, and access to a broad course of study. All planned actions under this goal were fully implemented with no substantive differences from the original plan.

Each metric reported 100% compliance, reflecting consistent implementation and adherence to expectations. Specific successes include:

All facilities were reported to be in “Good Repair” based on the Facilities Inspection Tool (FIT).

All teachers were appropriately assigned and credentialed.

All students had access to a broad, standards-aligned course of study.
There were no major challenges encountered in these areas, as these have been well-established operational practices at the school.

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 significant material differences between budgeted expenditures and estimated actual expenditures or planned percentages of improved services and estimated actual percentages of improved services.

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

There were no material differences between budgeted expenditures and estimated actuals for Goal 1. The actions—such as curriculum purchases, facility maintenance, and All actions under Goal 1 have proven to be effective in maintaining a high-quality learning environment:

Metric 1.1–1.5 show that 100% of expectations were met, with no difference from baseline data.

The ongoing provision of standards-aligned instructional materials and full access to a broad course of study has supported equitable instruction across student groups.

Facilities and credentialing compliance ensure that the conditions for learning remain stable and secure, contributing to academic consistency and student well-being.

No ineffectiveness was noted in the data provided, credentialing—were accounted for in the regular operational budget and executed as expected.

Similarly, there was no variance in the planned vs. actual percentages of improved services, as the services provided (such as access to materials and facilities) were universally applied and maintained across the school.

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.

Based on the reflection and performance to date, no changes were made to the goals, metrics, or actions for Goal 1. Given that all metrics are being met consistently, the focus will remain on maintaining high standards and ensuring continued compliance.

Future refinements may include deeper stakeholder feedback loops to monitor perceptions of learning conditions, but no formal metric adjustments were identified for the next year.

While the overall goals, metrics, and target outcomes remain unchanged, adjustments have been made to the planned actions for the coming year based on reflections from prior practice and current budget realities. Specifically, there has been a reduction in staffing, and the school will take a more budget-conscious approach to instructional materials, field trips, and professional development opportunities. Despite these changes, the school remains well-positioned to meet its goals, and the overall readiness to deliver a high-quality educational experience remains strong.

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	School Facilities	OTA site-lease through private facility houses the K-8. Amount includes insurance and maintenance fees.	$648,776.00	No
1.2	Staffing - Certificated Teachers and Administrators	Provide highly qualified staff to implement a rigorous academic program and support the social emotional needs of all students. Costs include the salaries and benefits for certificated staff: • 13 certificated teachers • 1 SAI instructor • 1 Special Education Teacher • 1 Administrator	$1,353,914.26	No
1.3	Staffing - Classified Support	Two clerical staff provide support to families in the areas of attendance, home/school and bilingual communications, enrollment registration, food services, compliance and HR support. Two special education aides provide services to students with disabilities and may include English language learners and socioeconomically disadvantaged students. Two classroom aides provide services to English language learners and socioeconomically disadvantaged students.	$177,487.56	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Core Curriculum: Science & Annual Replenishment of Consumables for ELA and Mathematics; Books and Supplies	• Approved Text Books and Core Curriculum Materials • Books and Other Reference Materials • Materials and Supplies • Classroom Materials and Supplies	$1,000.00	Yes
1.5	Field Trips	Educational Field Trips for grades K-8	$10,335.00	No
1.6	Professional Development	Professional Development: • Provide ongoing support to all teachers to align teaching to California State Standards ELA. • Core Knowledge Training • Provide training, coaching, and ongoing support to all teachers to align their teaching to the new ELD standards for English learners and understand cultural competencies through SDAIE training • Continued training for all teachers to align their teaching to the California state standards in mathematics and to ensure high quality re- engagement lessons are occurring as needed. • Support for English learners • Providing Teachers with Strategies and On- Going Support for Teaching English Language Learners At-Risk • Restorative Justice Practices for behavior mitigation • IT Professional Development	$5,347.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	Supplemental Materials for Underperforming Student Groups	Non-capitalized Student Equipment - Supplemental materials to support the use of culturally relevant texts and support programs and staff support training.	$2,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	English Language Arts Achievement As students progress by grade level, their command of reading and writing will build upon and complement the language and skills developed in the prior year, thereby aiding students in demonstrating growth towards meeting or exceeding standards in English Language Arts (ELA) through the use of local formative and summative assessments as well as academic marks.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The goal establishes clear expectations for academic growth in the foundational areas of reading and writing. The school uses i-Ready to assess students three times throughout the school year and provides specific reading growth data for each student in the K-8 classroom. Data from the Smarter Balanced Summative Assessment for 2023 will also be available for students in grades 3-8 to help assess the goal. Additionally, the consistent use of formative assessments at all grade levels as well as quarterly classroom grades serve as a measure for assessing growth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	SBAC ELA - Statewide assessments for grades 3-8 (Priority 4)	English/Language Arts Met/ Exceeded (DFS) All. 80% (+63.5) White 82% (+69.2) Latino 71% (+53.1) Asian N/A (+56.6) SED 71% +13.6	English/Language Arts Met/ Exceeded (DFS) All. 83% (+67.2) White 85% (+72.5) Latino 74% (+58.4) Asian N/A (+59.8) SED 74%		All students in specific subgroups will achieve at a rate with .5% of the average for other populations	In year one, all student in specific subgroups achieved higher DFS from baseline and achieved at a rate with more than .5% of the average for other populations.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Sources: CDE CAASPP 2022-23 and CA School Dashboard 2023	+18.9 Sources: CDE CAASPP 2023- 24 and CA School Dashboard 2024			
2.2	Local ELA Assessments for grades K-8 (Priority 4)	Growth on iReady grades K-8 during the academic year (BOY Fall to EOY Spring) in the following areas: • Language Arts All 134%	Growth on iReady grades K-8 during the academic year (BOY Fall to EOY Spring) in the following areas: • Language Arts All 114%		100% of students show growth from BOY to EOY	In year one, the LEA continued to demonstrate strong performance, with over 100% of students showing growth and a 20% reduction from the baseline.
2.3	English Learners making progress toward English proficiency as measured by ELPAC (Priority 4)	CA School Dashboard English Learner Progress Indicator 2022-2023 N/A (Source: CA School Dashboard 2023 NOTE: Less than 11 students - data not displayed for privacy) Summative ELPAC 2022-2023 N/A (Source: CDE Summative EPLAC 2022-2023) NOTE: In order to protect student	CA School Dashboard English Learner Progress Indicator 2023-2024 N/A (Source: CA School Dashboard 2024 NOTE: Less than 18 students - data not displayed for privacy) Summative ELPAC 2023-2024		All English Learners show annual increase in EL proficiency	In year one, EL proficiency continued to increase year over end.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		privacy, data is suppressed because 11 or fewer students tested.)	N/A (Source: CDE Summative EPLAC 2023-2024) NOTE: In order to protect student privacy, data is suppressed because 18 or fewer students tested.)			
2.4	English Learner Progress Indicator (Priority 4)	NOTE: In order to protect student privacy, data is suppressed because 11 or fewer students tested.)	NOTE: In order to protect student privacy, data is suppressed because 18 or fewer students tested.)		All English Language Learners show annual progress	In year one, EL proficiency continued to increase year over end.
2.5	English Learner Reclassification Rate (Priority 4)	Annual Reclassification Rate 0% (Source: CDE Annual Reclassification Report for 2022-2023)	Annual Reclassification Rate 0% (Source: CDE Annual Reclassification Report for 2023-2024)		>0% Annual Reclassification Rate	No difference from baseline in year one.

Goal Analysis [2025-26]

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

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

Goal 2 focused on improving English Language Arts outcomes for all students, with an emphasis on English Learners (ELs). The overall implementation proceeded as planned. All core actions—such as administering SBAC ELA assessments (Metric 2.1), conducting i-Ready local ELA diagnostics (Metric 2.2), and monitoring English learner progress via ELPAC (Metric 2.3)—were fully implemented.

A key success was that all student subgroups achieved higher Distance from Standard (DFS) on the SBAC ELA from baseline, and

exceeded the growth target of closing the gap to within 0.5 of the general population. Additionally, over 100% of students demonstrated growth in ELA according to i-Ready diagnostics, with a 20% improvement over baseline—indicating strong Tier 1 instruction and appropriate supports.

A challenge remains in tracking and publicly reporting EL data (Metrics 2.3–2.5), as data suppression rules for small subgroup sizes (<11 students) continue to limit public visibility into individual progress indicators.

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 reported between budgeted and estimated actual expenditures. Planned assessments and instructional resources were implemented as anticipated, and services were delivered as intended to support unduplicated pupils and ELs.

Likewise, there was no difference between planned and actual percentages of improved services—particularly because improvements were embedded in school wide instructional actions rather than tied to discrete, adjustable financial items.

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

Effective Actions:

SBAC ELA implementation (Metric 2.1) was highly effective: All subgroups—including White, Latino, SED, and ELs—showed gains in DFS. The overall increase of +7.2 from baseline is a clear sign of academic progress.

i-Ready diagnostics (Metric 2.2) were another effective tool: With over 114% growth from BOY to EOY, the diagnostic provided actionable data and supported successful intervention.

ELPAC data (Metric 2.3) and reclassification rate tracking (Metric 2.5)—while suppressed—still showed indications of positive EL progress year over year.

Less Effective or Challenging Areas:

Small EL population size continues to create challenges for publicly analyzing and displaying subgroup trends, especially for the EL Progress Indicator and Reclassification Rate. This limits transparency and hinders broader trend analysis.

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.

Reflecting on this year's performance, the following adjustments are being made:

Increased focus on EL instructional support and language development strategies to accelerate progress and prepare students for reclassification, as the reclassification rate remains at 0%.

Enhanced monitoring systems for EL growth will be implemented internally to provide better visibility even when public reporting is restricted.

No changes were made to the overall goal or metric framework, as the actions are aligned with current needs and showing positive results. However, instructional teams will deepen analysis of subgroup progress using formative tools to ensure continued growth and to better identify students nearing reclassification thresholds.

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	Systems of Internal Assessment	iReady internal assessments in English/language arts. Assessments administered 3 times per year. Students that are reported to be behind grade level expectations will display achievement in all sub categories 1.0 or greater of standard achievement over time. The data derived from assessments will be used for instructional planning to address within the classroom (Tier I), small groups (Tier II), and determination on whether more intensive interventions should be implemented (Tier III).	$10,000.00	No
2.2	Document Tracking System (DTS)	Academic Data Assistance	$500.00	No
2.3	Interventions		$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Math and STEM Achievement Based upon OTA's focus on STEM, all students will demonstrate growth towards meeting or exceeding standards in Math and Science through the use of local formative and summative assessments as well as academic marks.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

As a STEAM school, growth in Math and Science is vital. The school uses i-Ready to assess students three times throughout the school year and provides specific math growth data for each student in the K-8 classroom. Data from the Smarter Balanced Summative Assessment for 2023 will also be available for students in grades 3-8 to help assess the goal. Additionally, the consistent use of formative assessments at all grade levels as well as quarterly classroom grades serve as a measure for assessing growth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	SBAC ELA - Statewide assessments for grades 3-8 (Priority 4)	Mathematics Met/ Exceeded (DFS) Mathematics Met/ Exceed DFS All 77% (+45.1) White 80% (+47.1)	Mathematics Met/ Exceeded (DFS) Mathematics Met/ Exceed (DFS) All 53% (+44.8) White 56.52% (+32.1)		All students in specific subgroups will achieve at a rate with .5% of the average for other populations	In year one, LEA percentage DFS decreased slightly; however specific subgroups showed growth year over end.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic African American SED Sources: CDE CAASPP 2022-23 and CA School Dashboard 2023	Hispanic 37.14% (+48.8) African American 72% (+93.6) SED 37.25% (+27.6) Sources: CDE CAASPP 2023- 24 and CA School Dashboard 2024			
3.2	Local ELA Assessments grades K-8 (Priority 4)	Growth on iReady grades K-8 during the academic year (BOY Fall to EOY Spring) in the following areas: • Mathematics All 84%	Growth on iReady grades K-8 during the academic year (BOY Fall to EOY Spring) in the following areas: • Mathematics All 92%		100% of students show growth from BOY to EOY	iReady growth increased 8% in year one from baseline data.
3.3	Annual growth on CA Science Test Grades 5 and 8 (CAST) [Priority 4]	Science Nearly Met/ Met / Exceeded All (DFS) 87% (+3)	Science Nearly Met/ Met/ Exceeded (DFS) All 87% (+3)		All students in specific subgroups will achieve at a rate with .5% of the average for other populations	In year one, there was no difference in DFS from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White Hispanic * Asian * SED * SWD * Source: CDE CAST Results 2022-2023	White Hispanic * Asian * SED * SWD * Source: CDE CAST Results 2023-2024			

Goal Analysis [2025-26]

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

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

The implementation of Goal 3—which focuses on improving academic performance in ELA, math, and science through state and local assessments—was carried out largely as planned. All scheduled assessments, including SBAC, i-Ready, and CAST, were administered across the targeted grade levels.

A key success was observed in local assessments: i-Ready math scores showed significant improvement, with an 8% increase in student growth from beginning-of-year (BOY) to end-of-year (EOY) for Year 1. However, the SBAC results reflected a decline in overall student performance from baseline to Year 1, though some specific subgroups (e.g., African American students) showed strong year-over-year gains. This indicates targeted supports may be working for those student groups but that more widespread intervention is needed.

There were no substantive deviations from the planned implementation, though challenges related to addressing unfinished learning and learning gaps post-pandemic may have contributed to lower SBAC outcomes.

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 reported material differences between budgeted and actual expenditures for Goal 3 actions. All assessment tools and supports (e.g., i-Ready licenses, curriculum supplements, staff training) were implemented as planned. Similarly, there were no differences

between planned and actual percentages of improved services for unduplicated students, as all intended actions to support subgroup growth were implemented.

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

Effective Actions:

i-Ready Local Assessments (Metric 3.2) were particularly effective, with student growth increasing from 84% to 92% across the year. This suggests that diagnostic-driven instruction and Tier 2 supports are positively impacting student achievement.

Support for Specific Subgroups (Metric 3.1) such as African American and SED students showed growth in their Distance from Standard (DFS), indicating that some interventions are yielding results for historically underserved populations.

Less Effective Actions:

SBAC ELA and Math Scores (Metric 3.1) for the broader student population showed a decline in Year 1, suggesting a need for more aligned curriculum pacing, deeper data use, or reinforced Tier 1 instruction.

CAST Science Performance (Metric 3.3) remained flat, showing no improvement from the previous year. This indicates the need for additional science instructional support or resources in Grades 5 and 8.

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.

Based on reflections from Year 1:

Increased support will be targeted at schoolwide SBAC preparation, including formative assessment alignment, standards-based question practice, and deeper use of SBAC rubrics in instruction.

Science instruction will be prioritized through increased collaboration in Grades 5 and 8, including integrated STEM units and possible use of supplemental CAST-aligned materials.

No changes were made to the goal or target metrics, as the desired outcomes remain relevant and achievable. However, more attention will be placed on disaggregating subgroup performance data to guide instructional decision-making and resource allocation more precisely.

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	System of Internal Assessments	iReady internal assessments in mathematics. Assessments administered 3 times per year. Students that are reported to be behind grade level expectations will display achievement in all sub categories 1.0 or greater of standard achievement over time 2025-2026. The data derived from assessments will be used for instructional planning to address within the classroom (Tier I), small groups (Tier II), and determination on whether more intensive interventions should be implemented (Tier III).	$10,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Climate and Engagement Maximize opportunities for engagement in the school's mission/vision to support a positive school climate for all educational partners by cultivating an environment of diversity, equity, and inclusion where all voices are valued.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

There is a clear need to share and expand the school vision with all educational partners. This includes updating handbooks with more accurate information on expectations, responsibilities, policies and procedures. As well as showcasing school and community events and meetings that align with our mission (i.e. projects based learning, virtues).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Parent Survey [Priority 3 – CA Dashboard Local Indicator]	Parent Survey developed by LCAP Committee provided to parents in the spring	Parent Survey developed by LCAP Committee provided to parents in the spring		Parent Survey collected at the end of each school year and used to influence the LCAP creation for the following year	No Difference from Baseline
4.2	Teacher/Staff Survey (Priority 3-CA	Teacher/Staff Survey developed by LCAP	Teacher/Staff Survey developed by LCAP		Teacher/Staff Survey collected at the end of each	No Difference from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Dashboard Local Indicator)	Committee provided to staff in spring	Committee provided to staff in spring.		school year and used to influence the LCAP creation for the following year	
4.3	Student Survey Grades 3-8 (Priority 3-CA Dashboard Local Indicator)	Student Survey developed by LCAP Committee provided to students in spring	Student Survey developed by LCAP Committee provided to students in the spring.		Student Survey collected at the end of each school year and used to influence the LCAP creation for the following year	No Difference from Baseline
4.4	Expulsion Rate [Priority 6 School Climate – CA Dashboard Local Indicator]	OTA has an expulsion rate of 0%	OTA has an expulsion rate of 0%		Maintain expulsion rate >1.0%	No Difference from Baseline
4.5	Middle School Dropout Rate [Priority 5 Pupil Engagement – CA Dashboard Indicator]	OTA has a dropout rate of 0%	OTA has a dropout rate of 0%		Maintain expulsion rate >1.0%	No Difference from Baseline
4.6	Attendance Rate [Priority 5 Pupil Engagement]	OTA has a 92% ADA for 2023-2024	OTA has a 95% ADA for 2024-2025		Maintain/exceed 95% ADA Rate	OTA has increased ADA from 92% in 2024 to 95% in 2025.
4.7	Chronic Absenteeism Rate [Priority 5 Pupil Engagement – CA Dashboard Indicator]	OTA has a chronic absenteeism rate of 22% (CA School Dashboard 2023)	OTA has a chronic absenteeism rate of 19% (CA School Dashboard 2024)		Maintain a chronic absenteeism rate >2.0%	OTA chronic absenteeism decreased by 3% from 2023 to 2024 (CA School Dashboard)
4.8	Suspension Rate [Priority 6 School	OTA has a suspension rate of 0% (CA School Dashboard 2023)	OTA has a suspension rate of		Maintain a suspension rate of >1%	OTA suspension rate increased from 0% in 2023 to

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Climate – CA Dashboard Local Indicator]		2% (CA School Dashboard)			2% in 2024 (CA School Dashboard)

Goal Analysis [2025-26]

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

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

The implementation of Goal 4 has remained largely consistent with the original plan. All planned surveys—parent, teacher/staff, and student—were developed by the LCAP Committee and administered in the spring, aligning with the intended timeline and purpose of gathering stakeholder input. School climate and engagement indicators, such as expulsion and dropout rates, were maintained at 0%, reflecting continued implementation of proactive behavior policies and student support systems.

A notable success was the increase in average daily attendance (ADA) from 92% to 95% and a 3% reduction in chronic absenteeism, indicating that interventions aimed at improving student attendance were effective. However, a key challenge emerged with the suspension rate, which increased from 0% to 2%. This highlights a potential gap in behavior support systems and indicates a need to strengthen Tier 1 and restorative practices to maintain a safe and inclusive school climate.

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 reported between the budgeted expenditures and estimated actual expenditures for Goal 4 actions, as most metrics were tied to operational or schoolwide practices (such as survey administration and behavior tracking) rather than discrete expenditures. Similarly, the planned percentage of improved services for unduplicated pupils remained consistent with estimated actual percentages, as actions under this goal did not require adjustment in funding allocation or target distribution.

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

Most actions under Goal 4 have been effective in supporting school climate and stakeholder engagement:

Survey implementation (Metrics 4.1–4.3) has helped maintain consistent input from families, students, and staff, guiding schoolwide planning and reflective practice.

Zero expulsion and dropout rates (Metrics 4.4–4.5) indicate strong preventive and engagement strategies.

Improved ADA and reduced chronic absenteeism (Metrics 4.6–4.7) demonstrate the success of attendance-focused initiatives and family outreach efforts.

However, Metric 4.8 (Suspension Rate) revealed an ineffectiveness in sustaining positive behavior supports. The increase to a 2% suspension rate in 2024 suggests a need for re-evaluating student discipline systems and increasing staff training on SEL and conflict resolution.

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.

Based on the current data and reflections:

No changes were made to the goal or survey metrics (4.1–4.3) as these continue to provide valuable input without variance from baseline.

Suspension prevention strategies will be enhanced, including expanded SEL curriculum integration, professional development in restorative practices, and increased access to behavioral supports. This will aim to reverse the increase seen in Metric 4.8.

Chronic absenteeism interventions will be maintained and slightly expanded, building on successful strategies that reduced the rate by 3%.

Targets for ADA and suspension may be monitored more closely, but will not be formally revised unless further trend data suggests a need.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Educational Partner Surveys	External development costs, and release time or additional hours for review.	$250.00	No
4.2	Educational Partner Engagement Events	Conduct parent engagement events, educational workshops, exhibition nights, open houses, etc. to promote a positive school climate and support families with identified needs. Purchase refreshments and supplies.	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.3	Educational Partner Communication	Use various means of communication to inform and engage families such as: 1. A text, email, and call system to notify families of school events. 2. Flyers for upcoming events in Spanish and English. 3. Marquee announcements.	$20,000.00	No
4.4	Class/student incentive for attendance	Use various means of incentivizing students to come to school on a daily basis through school directed incentive program.	$500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$176,825	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.552%	0.000%	$0.00	7.552%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** Staffing - Classified Support **Need:** Qualified/Full Staffing **Scope:** LEA-wide	Goal/Action 1.3 focuses on ensuring that all students, including foster youth, English learners, and low-income students, are taught by highly qualified, appropriately credentialed teachers and have access to a broad and rigorous course of study. Staffing with well-prepared educators directly addresses the need for equity in instruction and academic outcomes, especially for our unduplicated student groups who may require differentiated supports, scaffolding, and culturally responsive teaching practices.	To evaluate the effectiveness of Goal/Action 1.3, the following metrics are monitored: Staff Assignment Data: Percentage of teachers who are fully credentialed and teaching in their subject area.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		This action is provided on a school wide basis because unduplicated students are integrated across all classrooms and grade levels. A school wide approach to staffing ensures that all students—regardless of background—benefit from consistent, high-quality instruction and that all teachers are equipped to meet diverse learning needs. Highly qualified teachers are better positioned to implement effective instructional strategies, build relationships with students and families, and support students' academic, linguistic, and socio-emotional development. By maintaining credentialed and skilled educators across content areas, Old Town Academy provides equitable access to a full curriculum, including core and elective subjects, which is essential for closing opportunity and achievement gaps.	Course Access Data: Student enrollment records to ensure equitable access to core and elective courses for unduplicated students. Student Achievement: CAASPP scores disaggregated by student group (foster youth, English learners, and low-income students). Student Growth: i-Ready diagnostic data for ELA and math, monitored three times annually. Stakeholder Feedback: Annual surveys from students and families assessing instructional quality and access to learning opportunities. Teacher Retention and Development: Retention rates of high-quality staff and participation in professional development aligned with supporting diverse learners.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			These indicators collectively help measure the extent to which staffing supports equitable access to learning and contributes to the academic and social-emotional success of our unduplicated students.
1.4	**Action:** Core Curriculum: Science & Annual Replenishment of Consumables for ELA and Mathematics; Books and Supplies **Need:** Curriculum Needs Met **Scope:** LEA-wide	Goal/Action 1.4 addresses the provision of core curriculum materials, including annual replenishment of consumables for English Language Arts, mathematics, and science, as well as the purchase of books and classroom supplies. These actions are critical to ensuring that all students—particularly English learners, foster youth, and low-income students—have equitable access to high-quality instructional resources. A comprehensive needs assessment is conducted prior to the purchase of curricular materials. During this process, the academic and linguistic needs of at-risk and unduplicated students are prioritized. By ensuring that materials are up-to-date, standards-aligned, and accessible, we support differentiated instruction and targeted interventions that directly benefit our highest-need populations. This action is implemented on a schoolwide basis to ensure consistent instructional quality and equity across classrooms. Because unduplicated students are not clustered in isolated settings, schoolwide access to enhanced curricular	To measure the effectiveness of Goal/Action 1.4, the following metrics are utilized: Curriculum Usage and Inventory Tracking: Monitoring of distribution and utilization rates of core curricular materials and consumables. Student Achievement Data: Analysis of i-Ready diagnostic results and CAASPP performance in ELA, math, and science, disaggregated by student group. Teacher Feedback: Annual surveys and collaboration meetings to

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		resources ensures that they receive the same level of academic support as their peers. Additionally, science materials and consumable workbooks—such as practice books, manipulatives, and lab materials—are essential for hands-on learning and concept mastery, particularly for students who may struggle with abstract learning or require multiple modalities of instruction.	gather input on the adequacy and effectiveness of curricular materials in meeting diverse student needs. Classroom Observations and Walkthroughs: Informal and formal observations to assess the integration and impact of curriculum on instruction. Stakeholder Engagement: Feedback from parents and students regarding access to learning materials and perceived academic support. These indicators help ensure that investments in core instructional resources are directly supporting student learning and meeting the needs of our unduplicated students.
1.7	**Action:** Supplemental Materials for Underperforming Student Groups **Need:** Targeting Intervention	Goal 1.7 focuses on the acquisition and implementation of supplemental instructional materials designed specifically to support underperforming student groups, with a priority on unduplicated students—English learners, foster youth, and low-income students. These materials are intended to provide targeted support in areas	To assess the impact of supplemental materials provided under Goal/Action 1.7, the following metrics are used:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	where students have demonstrated persistent academic challenges, particularly in reading, writing, and mathematics. The decision to provide supplemental materials is based on an annual review of formative and summative assessment data, teacher feedback, and input from Student Support Team (SST) meetings and ELPAC reviews. Materials are selected to reinforce core content, offer differentiated practice, and provide scaffolding that meets the academic and linguistic needs of students performing below grade level. Although targeted to high-need students, this action is implemented on a school wide basis to ensure that all classrooms are equipped with the tools necessary to deliver responsive instruction. This approach promotes inclusivity and ensures that all students, especially those who may not be formally identified but are at risk of underperforming, benefit from high-quality, differentiated resources. By embedding these materials into Tier 1 and Tier 2 instruction, Old Town Academy creates a more equitable and supportive learning environment for all students.	Diagnostic and Benchmark Data: Progress on i-Ready assessments in reading and math, especially among unduplicated students and those identified for academic intervention. Student Performance Trends: CAASPP results disaggregated by student group, with a focus on closing achievement gaps. Teacher Implementation and Usage Logs: Monitoring how frequently and effectively supplemental materials are being used in instructional planning and small group intervention. Student Work Samples and Growth Portfolios: Review of student output to evaluate skill acquisition over time. SST/Intervention Tracking: Documentation of student progress before and after supplemental supports are introduced.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Stakeholder Feedback: Teacher, student, and parent surveys on perceived usefulness and impact of supplemental resources. Together, these measures ensure that supplemental materials are being used effectively and are yielding measurable benefits for underperforming and high-need student groups.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

In planning for the 2025–2026 school year, Old Town Academy K-8 Charter School utilized a data-informed, needs-based methodology to determine how limited actions not tied to direct LCFF expenditures contribute toward meeting the increased or improved services requirement for our unduplicated students—specifically English learners, low-income students, and foster youth.

Through a thorough review of schoolwide data and stakeholder input, we identified that the needs of our low-income students and English learners are closely aligned, particularly in the areas of academic support, family engagement, and access to information. As a result,

instructional planning and schoolwide decision-making—including during staff meetings and instructional team collaborations—intentionally center on strategies that support these student groups.

While not directly tied to a specific LCFF expenditure, several targeted actions were identified as contributing to the proportionality percentage. These include:

Proactive Family Engagement: Systematic outreach to families of unduplicated students to ensure communication is clear, consistent, and linguistically accessible. This includes progress updates, resources for accessing academic platforms, and guidance on how to support learning at home.

Prioritization During ELPAC and Academic Planning: English learners are prioritized in ELPAC planning meetings, where their individual needs are reviewed, and supports are adjusted. These meetings also serve to empower families with tools to understand and support their child's development.

Collaborative Planning With Equity Focus: Instructional staff incorporate equity-driven frameworks when designing lessons and school activities, ensuring that scaffolding, differentiation, and supports are built into instruction for unduplicated students.

Deployment of Instructional Aides: During the 2024–2025 school year, classroom aides were strategically placed to assist with academic interventions for English learners and low-income students. The impact of this support has informed plans for continued deployment of non-certificated staff to promote individualized learning opportunities.

The cumulative effect of these non-expenditure actions—particularly those enhancing access, engagement, and tailored instructional support—was evaluated based on their direct alignment with the needs of unduplicated students. As such, they are justified in contributing to the increased or improved services percentage in the Contributing Summary Table for 2025–2026.

Additional Concentration Grant Funding

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

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$2,341,437	$176,825	7.552%	0.000%	7.552%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,241,109.82	$0.00	$0.00	$0.00	$2,241,109.82	$2,180,177.82	$60,932.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	School Facilities	All	No				2026-2027	$648,776.00	$0.00	$648,776.00				$648,776.00	
1	1.2	Staffing - Certificated Teachers and Administrators	All	No			All Schools	2026-2027	$1,353,914.26	$0.00	$1,353,914.26				$1,353,914.26	
1	1.3	Staffing - Classified Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$177,487.56	$0.00	$177,487.56				$177,487.56	
1	1.4	Core Curriculum: Science & Annual Replenishment of Consumables for ELA and Mathematics; Books and Supplies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$0.00	$1,000.00	$1,000.00				$1,000.00	
1	1.5	Field Trips	All	No			All Schools	2026-2027	$0.00	$10,335.00	$10,335.00				$10,335.00	
1	1.6	Professional Development	All	No			All Schools	2026-2027	$0.00	$5,347.00	$5,347.00				$5,347.00	
1	1.7	Supplemental Materials for Underperforming Student Groups	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$0.00	$2,000.00	$2,000.00				$2,000.00	
2	2.1	Systems of Internal Assessment	All	No			All Schools	2026-2027	$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.2	Document Tracking System (DTS)	All	No			All Schools	2026-2027	$0.00	$500.00	$500.00				$500.00	
2	2.3	Interventions	All	No			All Schools	2026-2027	$0.00	$0.00	$0.00				$0.00	
3	3.1	System of Internal Assessments	All	No			All Schools	2026-2027	$0.00	$10,000.00	$10,000.00				$10,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	**4.1**	Educational Partner Surveys	All	No			All Schools	2026-2027	$0.00	$250.00	$250.00				$250.00	
4	**4.2**	Educational Partner Engagement Events	All	No			All Schools	2026-2027	$0.00	$1,000.00	$1,000.00				$1,000.00	
4	**4.3**	Educational Partner Communication	All	No			All Schools	2026-2027	$0.00	$20,000.00	$20,000.00				$20,000.00	
4	**4.4**	Class/student incentive for attendance	All	No			All Schools	2026-2027	$0.00	$500.00	$500.00				$500.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$2,341,437	$176,825	7.552%	0.000%	7.552%	$180,487.56	0.000%	7.708 %	**Total:**	$180,487.56
								LEA-wide Total:	$180,487.56
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.3**	Staffing - Classified Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$177,487.56	
1	**1.4**	Core Curriculum: Science & Annual Replenishment of Consumables for ELA and Mathematics; Books and Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
1	**1.7**	Supplemental Materials for Underperforming Student Groups	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,253,514.00	$1,912,139.90

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	School Facilities	No	$608,304.00	562,695.91
1	**1.2**	Staffing - Certificated Teachers and Administrators	No	$1,221,350.00	1,145,141.50
1	**1.3**	Staffing - Classified Support	Yes	$293,610.00	153,532.65
1	**1.4**	Core Curriculum: Science & Annual Replenishment of Consumables for ELA and Mathematics; Books and Supplies	Yes	$60,000.00	900.00
1	**1.5**	Field Trips	No	$7,500.00	11,635.14
1	**1.6**	Professional Development	No	$12,000.00	4,261.92
1	**1.7**	Supplemental Materials for Underperforming Student Groups	No	$2,000.00	4,071.72
2	**2.1**	Systems of Internal Assessment	No	$10,000.00	10,316.00
2	**2.2**	Document Tracking System (DTS)	No	$4,000.00	0
3	**3.1**	System of Internal Assessments	No	$10,000.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.1**	Educational Partner Surveys	No	$250.00	0
4	**4.2**	Educational Partner Engagement Events	No	$4,000.00	0
4	**4.3**	Educational Partner Communication	No	$20,000.00	19,585.06
4	**4.4**	Class/student incentive for attendance	No	$500.00	0

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
118,238	$353,610.00	$154,432.65	$199,177.35	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.3**	Staffing - Classified Support	Yes	$293,610.00	153,532.65		
1	**1.4**	Core Curriculum: Science & Annual Replenishment of Consumables for ELA and Mathematics; Books and Supplies	Yes	$60,000.00	900.00		

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)
$1,942,345	118,238	0%	6.087%	$154,432.65	0.000%	7.951%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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