

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Learning Choice Academy

CDS Code: 37683380106799

School Year: 2026-27

LEA contact information:

Debi Gooding

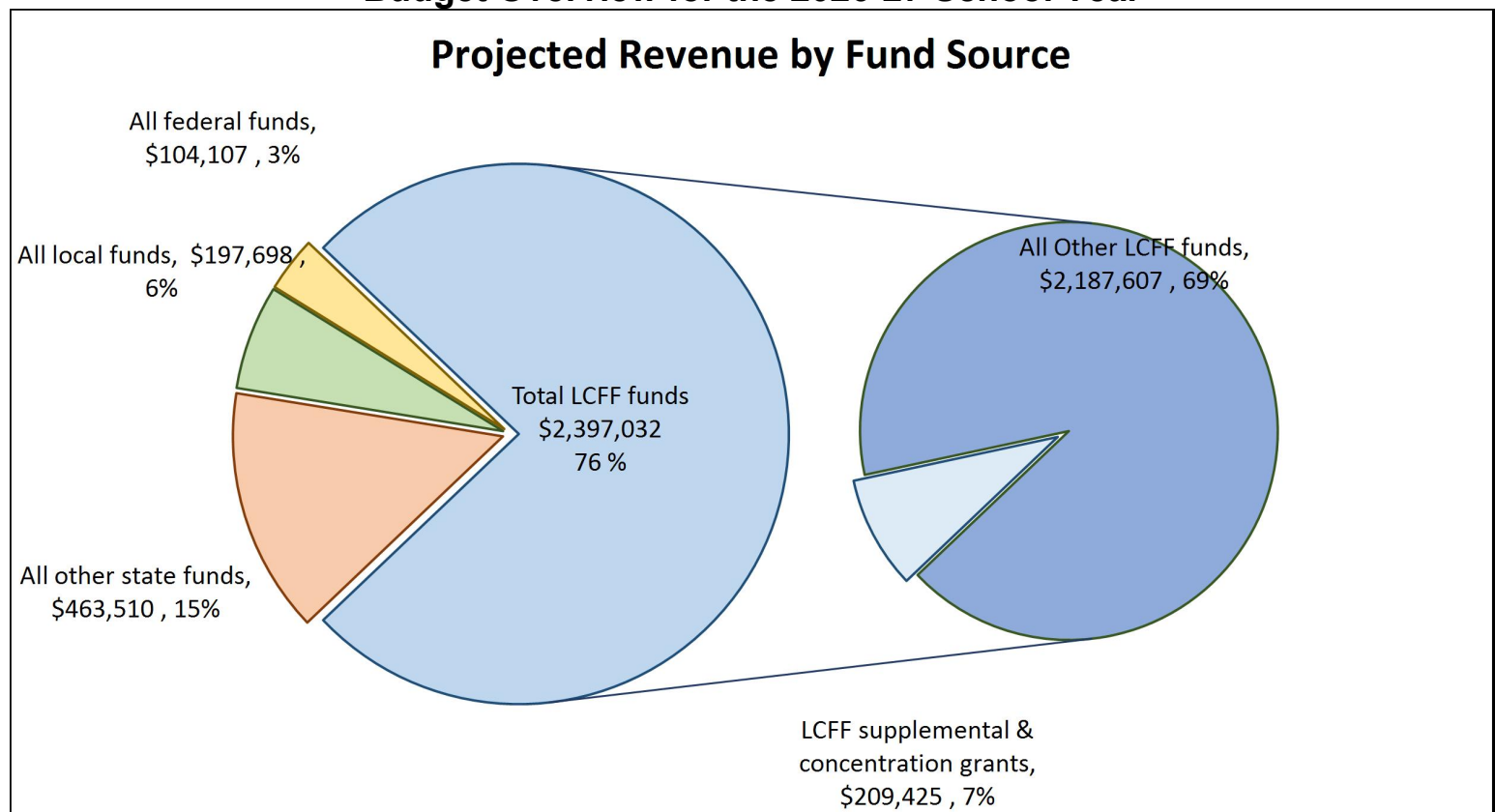
Executive Director

dgooding@learningchoice.org

(619) 463-6849 ext 131

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

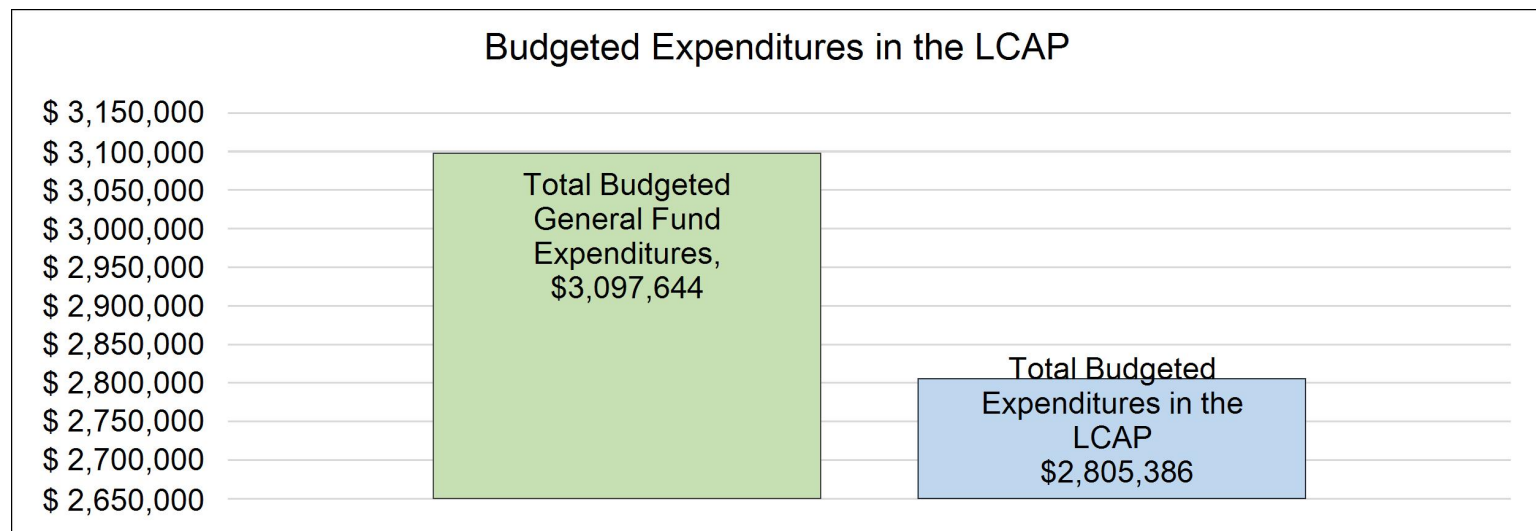


This chart shows the total general purpose revenue Learning Choice Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Learning Choice Academy is \$3,162,347, of which \$2,397,032 is Local Control Funding Formula (LCFF), \$463,510 is other state funds, \$197,698 is local funds, and \$104,107 is federal funds. Of the \$2,397,032 in LCFF Funds, \$209,425 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 Learning Choice Academy 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: Learning Choice Academy plans to spend \$3,097,644 for the 2026-27 school year. Of that amount, \$2,805,386 is tied to actions/services in the LCAP and \$292,258 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

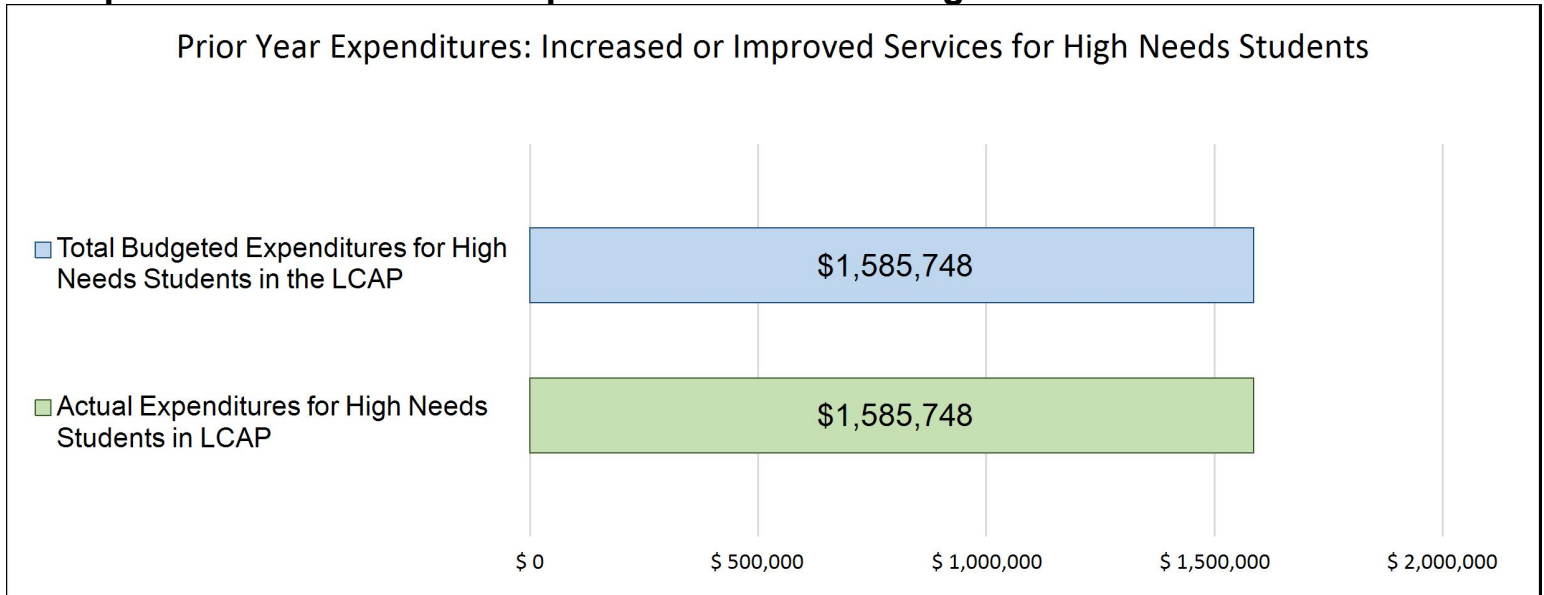
The General Fund paid for teacher, administrator, Special Education, and support staff salaries and benefits, facility lease payments, and other school services including but not limited to: consultants, legal services, facility maintenance/repair, etc.

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

In 2026-27, Learning Choice Academy is projecting it will receive \$209,425 based on the enrollment of Foster Youth, English learner, and low-income students. Learning Choice Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Learning Choice Academy plans to spend \$1,583,998 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 Learning Choice Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Learning Choice Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Learning Choice Academy's LCAP budgeted \$1,585,748 for planned actions to increase or improve services for high needs students. Learning Choice Academy actually spent \$1,585,748 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
Learning Choice Academy	Debi Gooding Executive Director	dgooding@learningchoice.org (619) 463-6849 ext 131

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.

The Learning Choice Academy (TLC) is an independent study, an academic program serving grades TK-12. Every TLC student enjoys the benefits of a personalized learning plan, personalized attention from teachers, individualized college and career planning, and a flexible schedule that meets their academic and personal needs. Our teachers are highly committed to partnering with parents to provide every student with a personalized and rigorous academic experience.

TLC serves a unique population that has not been successful in the traditional public school system. The focus of TLC is to improve student learning, offer a safe learning environment, and prepare students for college and careers through a flexible learning environment.

Currently TLC-SD serves approximately 179 students in grades TK-12; of which 67% White, 12.3% Black or African American, 3.9% Filipino, 2.2% Other Pacific Islander, 1.7% Chinese, 1.7% Korean, 1.7% Other Asian, 1.1% Guamanian, 1.1% Hawaiian, 1.1% Laotian, .6% Asian Indian, .6% Mexican American, and 1.1% Unspecified; 63.1% Non Hispanic, 36.9% Hispanic; 25.7% Students with Disabilities (SWD); 3.4% English Learners, 0% Foster Youth, 47.5% Socio-Economically Disadvantaged and 8.3% Homeless Youth

Mission Statement: To empower students to reach their full potential by providing choice in education within collaborative triads of Parent, Student, and School.

Vision Statement: The Learning Choice Academy will be a 21st-century personalized learning school supporting families who desire to achieve and exceed their individualized learning goals using comprehensive methods as they become globally informed citizens.

Reflections: Annual Performance

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

The 2025 CA Dashboard for The Learning Choice Academy shows the following:

- Chronic Absenteeism - Blue, Maintained 0% (Change)
- Suspension Rate - Blue, declined .9 % (Change)
- EL Progress - No Color
- Graduation Rate - No Color 91.7% graduated, increased 8.3%
- English Language Arts - Orange, decreased -6.2 (DFS) -13.6 (change)
- Math - Orange, Decreased -52.6 (DFS) -24.1 (change)
- UC/CSU requirements 58.3%
- ELPAC Participation - EL's: 90.9% LTEL's: 100%

Student Groups Performance Levels on the 2025 Dashboard

- ELA
- Socioeconomically Disadvantaged - Orange, Declined -14.7 (DFS), -37.2 (Change)
 - *Students with Disabilities - No Color, declined -63.1(DFS), -5.2 (Change)
 - Hispanic - No Color, Decreased -7.1 (DFS), -14.6 (Change)
 - White - No Color, Maintained 24 (DFS), -1.7 (Change)

- Math
- Socioeconomically Disadvantaged - Orange, Decreased -86.4 (DFS), -66.1 (Change)
 - *Students with Disabilities - No Color, Decreased -105.2 (DFS), -31.3 (Change)
 - Hispanic - No Color, Decreased -48.7 (DFS), -4.9 (change)
 - White - No Color Decreased -20 (DFS), -17.2 (Change)

* Received the Lowest Performance Level

TLC has no areas of Red but there are areas of improvement that will be addressed in the LCAP

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers, Principals, Administrators, other school staff	Staff Meeting Review of mid-year outcomes on March 9, 2026 Feedback and input was provided through a follow up survey
Parents, Students, School Staff	School Site Council Meetings
Parents, Students, School Staff	DELAC Meetings
Parents	Parent Meet Up March 10, 2026
Board of Directors, Staff	Mid year presentation at Board Meeting on Jan. 28, 2026. Time for questions and input provided after presentation
Special Education Staff	Staff Meetings
Principals, Admin	SSA Meetings
Principals, Teachers	PLC Meetings
Staff, Parents, Students	Surveys, EP meetings

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

On March 9, 2026 all full time staff members participated in an LCAP mid year update and feedback session. During this time they had the opportunity to review the metrics for each goal and the progress made midyear. During this session they were able to ask questions and give feedback on professional development, data and assessments, social and emotional teaching and learning, student support, and student and family engagement practices. After the presentation, staff members completed a survey where they shared ideas for engaging with families and students throughout the year, specific professional development needs and how they can better understand the goals of our LCAP. The survey results indicated a need for PD surrounding data interpretations and tailored instruction as well as meaningful small group or 1:1 support for students, more frequent LCAP goal check ins and the desire for quarterly updates and reminders.

Between March 9, 2026 and April 1 2026 families had the opportunity to give feedback on LCAP related items utilizing the survey tool, Parsec Real. This platform allowed them to share about their experiences at TLC, what they would like to see in the coming year, and what

can be done to give more opportunities and support for the engagement of students and families within the school community. The results of the parent survey indicated a desire for continued opportunities to engage with other families throughout the year (meetups, class picnics, community park days) and more after school clubs and activities for students to participate in as enrichment opportunities. Families also expressed a need for more streamlined communication between admin staff, teachers and parents throughout the year.

In addition to LCAP Surveys given after presentations, Annual surveys were given to Staff, Families, and Students between Feb 2 - Feb 12, 2026. These surveys have provided information for a feedback summary below.

TLC has considered all of the mentioned feedback during the development of the LCAP. As a result, we have identified the following:

- Staff would like more specific professional development related to supporting Students with disabilities, how to support small group and 1:1 tutoring needs, data interpretation and follow up support for students.
- English support for our EL students in math and writing.
- More targeted Support Students with Disabilities to help increase Math and Language Arts scores. Extra support in all gen. ed subjects
- Continued MTSS Training for all new staff
- Marketing and outreach to increase enrollment
- Parents like and want to continue the availability and choice of instructional and supplemental materials.
- Parents want to continue having tutoring available to students after school or on a non-class day.
- Parents want to continue community wide activities and meetups to foster relationship building

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide every student with high-quality instruction by utilizing research-based teaching methods and a rigorous, standards-aligned curriculum. Incorporate technology to address the diverse learning needs of our students, including those who are English Language Learners (ELL), in Special Education (SPED), and Socioeconomically Disadvantaged (SED). Equip all students to excel as critical thinkers, problem solvers, and innovators in a constantly evolving global society. (Aligns with WASC Action Plan 1, 4)	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

There is a need to strengthen teaching strategies to address the diverse learning needs of our students who have significant learning gaps. In order to accomplish this, our school will provide all teachers with a robust evidence-based professional development program and provide ongoing coaching and support.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of Teachers who are appropriately credentialed & assigned	100%	100%	100%		maintained
1.2	% of students with access to standards aligned instructional materials	100%	100%	100%		maintained
1.3	% Students including Unduplicated Pupils and Students with Disabilities, with access	100%	100%	100%		maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	to and enrolled in a broad course of study					
1.4	Increase Enrollment of Students in Dual Enrollment	19 Students	14 Students	18 students		decreased 1
1.5	Increase Enrollment of Enrollment of AP Classes	0 Students	0 Students	8 students		increased 8
1.6	Increase Enrollment of Enrollment of AVID Classes	10 Students	19 Studnets	0 students		decreased 10
1.7	Increase Enrollment of Enrollment of CTE Courses	22 Students	29 Students	0 students		decreased 22

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.

There are no substantive differences in the planned actions and implementation.

ACTION 1.1 STAFF TO SUPPORT SCHOOL'S PROGRAM: 100% of TLC teachers and staff have the correct credentials for the positions they are currently working in.

ACTION 1.2 PROFESSIONAL DEVELOPMENT: TLC continued to provide ongoing support to teachers by offering professional development opportunities throughout the year. Teachers were involved in many training's including: in house onboarding for new staff and continued trainings throughout the year for more timely learning, CPR/First aid, grade level specific training for Math and ELA curriculum, K-2 teacher and support staff participated in training for the Reading Difficulties Risk Screener (Dibels mClass), Middle school and High school teachers had training on student study resources and all staff participated in training related to updated SST procedures. In the second semester, a session around special education language, UDL and inclusion was provided for all staff, as well as in person training from The National Conflict Resolution Center where staff was able to choose a breakout session on trauma-informed student connection or dialogue in divisive times.

ACTION 1.3 COURSE ACCESS: COLLEGE & CAREER PREPAREDNESS: Students at TLC had access to a wide range of courses that included Concurrent enrollment opportunities as well as AP Statistics. Additionally, students had access to college and career planning with the onsite counselor as well as opportunities for college and career exploration through field trips, and college fairs.

Due to space and schedule constraints, AVID was unavailable this year. CTE courses were also unavailable due to scheduling and space, but these courses were available at our other TLC locations for interested students.

ACTION 1.4 CORE CURRICULUM TO BE PURCHASED: All curriculum was purchased and distributed at the beginning of the year and throughout the year as needed.

ACTION 1.5 INDUCTION AND INTERN TEACHER SUPPORT: As reported in the mid-year, TLC supported 2 interns and 5 teachers participating in induction, all paired with a mentor with a matching subject area credential.

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 are no significant material differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services within this goal.

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

ACTION 1.2 PROFESSIONAL DEVELOPMENT: By offering more opportunities for professional development on updated procedures and assessments, teachers were able to incorporate new strategies for engaging all students in learning while utilizing more data collection and review in order to support all students through UDL and Tired support as needed.

ACTION 1.3 COURSE ACCESS: COLLEGE & CAREER PREPAREDNESS: While results for year 2 outcomes related to college and career preparedness showed decreased results from the baseline year, TLC was able to increase student participation in AP courses and Dual enrollment in comparison to the year 1 outcomes. TLC will continue to build it's course offerings in the next year to support students in their college and career preparedness.

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

ACTION 1.2 PROFESSIONAL DEVELOPMENT: Based off the feedback from teachers and staff who implemented and reviewed data from the K-2 Reading Difficulties Risk Screener, as well as after an in-depth review of both state test scores and NWEA scores, TLC will place an emphasis on Professional development surrounding Reading and Literacy In the upcoming school year. Additionally, staff feedback addressed a need for further development and training in overall campus safety and emergency preparedness. Both of these areas will be

the main focus of PD in the coming year, in addition to the other ongoing training opportunities available to teachers and staff throughout the year

ACTION 1.3 COURSE ACCESS: COLLEGE & CAREER PREPAREDNESS: TLC will continue with the planned metrics, goals and actions related to this area, but feedback from students, staff, and families indicated a need for more variety in courses offered onsite. Based on this feedback, in the next school year TLC will offer additional AP courses in order to provide more robust options for students.

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	STAFF TO SUPPORT SCHOOL’S PROGRAM	STAFF TO SUPPORT SCHOOL’S PROGRAM To support the educational needs of all students, including those of unduplicated pupils (English learners, low-income students, and foster youth), The Learning Center (TLC) employs a comprehensive team comprising 17 appropriately credentialed teachers (including SPED and Principal), 6 Instructional Assistants, NSLP (National School Lunch Program) staff, a Counselor, SPED Support Staff, and Administrative Staff.	\$1,572,769.00	Yes
1.2	PROFESSIONAL DEVELOPMENT	To effectively support the needs of unduplicated pupils, The Learning Choice Academy (TLC) will provide all teachers with evidence-based professional development aligned to the California State Standards, the school’s mission, and the educational program. This professional development is targeted to meet the diverse needs of our students, including English learners, low-income students, and foster youth. The focus this year will primarily include the following topics: - NWEA MAP - Aleks math support - NewsELA - New Curriculum Training - ELD Standards - Accommodations & Modifications for SWD - Restorative Justice - Aperture - Social-Emotional training - iReady Math (K-8)	\$17,898.00	No

Action #	Title	Description	Total Funds	Contributing
		• mClass Dibbles Reading Screener (K-2) • MTSS - SEL/Academics • AP Training In addition, members of our staff will be provided with the opportunity to attend conferences and workshops that include: • SDCOE Workshops • ELPAC Institute • CAASPP Institute • CSDC • CCSA • A Plus • MTSS All Titles Conference (Title IX)		
1.3	COURSE ACCESS: COLLEGE & CAREER PREPAREDNESS	COURSE ACCESS: COLLEGE & CAREER PREPAREDNESS: To ensure that all students, particularly unduplicated pupils (English learners, low-income students, and foster youth), are college and career-ready, The Learning Choice Academy (TLC) provides a rigorous, standards-aligned college preparatory educational program. Recognizing that many of our students will be first-generation college students, we have implemented several targeted actions to support their academic and career aspirations. • All HS students will have access to a College Counselor for college planning, UC A-G, and PSAT/SAT/ACT • UC A-G approved course list • HS Graduation Project: Community Service project aligned with college/career goals • College Course Credit (formerly concurrent enrollment) – on-site and off-site • Students in Gr 11-12 have the availability to take SAT/ACT • Students in Gr. 8-11 have the availability to take the PSAT • CTE Pathway: Construction/Energy • CTE Pathway: Introduction to Multimedia Production 1 and 2 • CTE Pathway: Introduction to Music Performance 1 and 2 • College Center: led by the Counselor • College Campus Tours: 1 day and a possible 3 day (Summer) • CA CareerZone – career planning and workshops	\$16,535.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Parent training and a library of training for parents • Naviance program for all HS students • AVID program • AP courses • Support for students in Summer School (3 Teachers) • One full-time counselor		
1.4	CORE CURRICULUM	CORE CURRICULUM TO BE PURCHASED: Every student will have access to standards-aligned curriculum. TLC will purchase the following curriculum: • Consumables for all core subjects • For Site based instruction: curricular purchases will be made • Home-based instruction: Curriculum for all subjects • Online learning and tutoring • New adoptions.	\$96,764.00	No
1.5	INDUCTION AND INTERN TEACHER SUPPORT	SUPPORT PROVIDED: To ensure that all teachers, including those who are new to the profession or still completing their certification, are fully supported, The Learning Choice Academy (TLC) will provide a comprehensive induction and intern teacher support program through HTH. This program is designed to address the unique challenges faced by new and intern teachers and to help them develop the skills necessary to meet the needs of all students, particularly unduplicated pupils (English learners, low-income students, and foster youth). Once onboarded with TLC, teachers will receive the following support based on their credential status: Induction Teachers - 2 years of support Intern Teachers - 3 year of support	\$6,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Continue to develop and train staff on an infrastructure that employs various forms of student and schoolwide data and assessments to guide instructional decisions and implement evidence-based intervention services and programs. Challenge students academically and evaluate program effectiveness to identify and provide appropriate academic and social-emotional support. This will ensure academic success for all students, close the achievement gap among all subgroups, and prepare students to be College and Career Ready. (CCR). (Aligns with WASC Action Plan 1-4)	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

There is a need to use data to measure student progress, measure program efficacy and identity the academic, social-emotional and/or behavioral needs of our students as part of our MTSS Implementation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Annual Growth on ELA CAASPP Distance from Standard (DFS)	45.35% met or exceeded -15.9 (DFS)	50% met or exceeded and DFS is 7.4 points above standard	49% met or exceeded (24-25) and DFS is 6.2 points below standard		increased 9.7 points
2.2	Annual Growth on MATH CAASPP Distance from Standard (DFS)	38.09% met or exceeded -53.6 (DFS)	38% met or exceeded and DFS is 28.5 points below standard	29.8% met or exceeded (24-25) and DFS is 52.6 points below standard		decreased 1 point

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	CA Science Test (CAST) percent proficient	39.48% met or exceeded	38% met or exceeded	40% met or exceeded		increased .5%
2.4	Increase % Students who complete UC A-G by 1%	30%	60% (6 students)	100% (14 students)		increased 70%
2.5	% EL who progress in English Proficiency as measured by ELPAC (Summative)	75%	fewer than 11 students	fewer than 11 students		n/a
2.6	Increase % English Learner reclassification rate as measured by ELPAC (Summative)	38%	fewer than 11 students	fewer than 11 students		n/a
2.7	Maintain MS Dropout rate <1%	0%	.02% (1 student)	2% (1 student)		increased 2%
2.8	Maintain HS Dropout Rates <2%	19.44%	9% (1 student)	12.5% (2 students)		decreased 6.94%
2.9	Increase initial testing of students in the DESSA	37%	34%	83%		increased 46%

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.

2.1 MULTIPLE TYPES OF ASSESSMENTS: TLC is utilizing all planned local and state assessments such as NWEA (k-12), iReady math diagnostic (k-8), ELPAC: Initial & Summative for English Learners, CAASPP ELA & Math: Grades 3-8, 11, CA Science Test: Grades 5, 8, High School, Physical Fitness Test: Grades 5, 7, 9, and CAA, along with other classroom based assessments. These assessments have allowed for more intentional planning by teachers in order to address students' needs.

TLC successfully completed its first year of the Amplify mCLASS Dibels 8 as a Reading Difficulties Risk Screener for K-2nd grade students. The screener was implemented according to the outlined time frame and was able to give teachers more direct data for where skills may need more development in early literacy.

2.2 STAFFING, SERVICES & PROGRAM TO SERVICE EL STUDENTS: The EL director was able to provide more in class push in to support teachers and EL students throughout the year. Additionally, all students were tested and there continues to be an increase in the number of students projected to be reclassified.

2.3 STAFFING, SERVICES & PROGRAM TO SERVICE SWD STUDENTS:

TLC continued to implement and monitor Individualized Education Plans (IEPs) for students and aimed to improve outcomes and close achievement gaps through the various programs, services, and support offered from the RSP teacher/Director of Special Education. Some highlights of implementation include: This is year 2 for some of our interns and some of our SPED teachers that were new with our school. The trainings offered by the Director of Special Education and the SELPA allowed them to build a better understanding of processes and procedures for working with SWD. TLC special education department remained fully staffed for the entire school year which resulted in consistent support for student needs in the classroom. TLC will continue to utilize modified and adjusted curriculum and staff resources (collaboration between SPED staff and classroom teachers, additional support in the classroom and scaffolding of assignments and activities) in order to increase Math and Language Arts proficiency scores on local and state assessments.

2.4 MTSS: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTION & SUPPORTS: PLC groups met every 6 weeks to discuss student data from formal and informal assessments in order to provide more targeted support for all students and especially EL's and SWD.

2.5 MTSS: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION: TLC has continued to maintain a full time counselor and a psychologist to provide SEL and behavior support and intervention resources to staff and students.

2.6 TECHNOLOGY: TLC has been able to maintain a 1:1 ratio for Chromebooks and iPads school wide, and continues to work on updating and maintaining the efficiency of those devices.

2.7 STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & ENSURE A SAFE SCHOOL ENVIRONMENT: The onsite student council group had numerous collaborative days with student council groups at the other two TLC sites throughout the year which encouraged students to participate in event and activity planning alongside peers and a teacher advisor for more shared leadership among school sites for school wide events. This allowed more student representation and decision making opportunities for high school students as they planned whole school events such as community carnivals, winter formal, prom, etc.

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 are no significant material differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services within this goal.

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

2.2 STAFFING, SERVICES, & PROGRAM TO SERVICE ELL STUDENTS: There was an increase in the number of level 1 ELL students this year, as well as an increase in the enrollment of students who are long term English learners who are new to TLC. This change shifted the amount of support needed to see more progress and will be addressed by hiring additional EL support staff.

2.3 STAFFING, SERVICES & PROGRAM TO SERVICE SWD STUDENTS: Ongoing training and support for SPED staff has resulted in more consistent student support

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

Action items 2.2 and 2.3 will be adjusted to increase the support of Students with disabilities and English Learners in order to move closer to the outlined goal. These updates will be added as a result of refining the needs of students based on test performance and classroom/home learning support needs.

2.2 STAFFING, SERVICES & PROGRAM TO SERVICE ELL STUDENTS: TLC will continue to prioritize targeted academic scaffolding, by increasing our EL support staff. Next year we will have additional EL staffing at all three campuses to provide more dedicated time for ELD alongside classroom teachers and the EL Coordinator.

2.3 STAFFING, SERVICES & PROGRAM TO SERVICE SWD STUDENTS: Our SPED director will continue holding bimonthly early career webinars to support interns and early career ed. specialists as well as offer continued support for Instructional Assistants and Resource Specialist Aides. TLC will continue to work with staff on the SST process, understanding when and how to refer for SpEd services. Lastly, strong PD support in best practices for all SPED staff through the SELPA and other curriculum sponsored workshops will be offered.

2.7 STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & ENSURE A SAFE SCHOOL ENVIRONMENT: TLC will be offering a Hybrid elective course for Student Council members in order to promote consistent and structured student leadership throughout the school year while also supporting students college and career preparedness.

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	MULTIPLE TYPES OF ASSESSMENTS	MULTIPLE TYPES OF ASSESSMENTS: The TLC staff will employ various assessments to monitor each student's academic progress, identify their strengths and needs to adjust instruction accordingly and determine the necessary academic interventions. These assessments include:	\$5,738.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• NWEA MAP: ELA/Math for Grades K-11 • iReady Testing • Running Records: Learning A-Z • Kindergarten Readiness Assessment • Math Summative Assessment • Writing Prompts in various genres: Grades 6-12 • WRITE Institute Writing Assessments: Grades K-5 • GLAD • End of Chapter/Unit Tests Additionally, students will participate in the following state-mandated assessments: • ELPAC: Initial & Summative for English Learners • Reading Difficulties Risk Screener (k-2) • CAASPP ELA & Math: Grades 3-8, 11 • CA Science Test: Grades 5, 8, High School • Physical Fitness Test: Grades 5, 7, 9 • CAA		
2.2	STAFFING, SERVICES & PROGRAM TO SERVICE EL STUDENTS	STAFFING, SERVICES & PROGRAM TO SERVICE EL STUDENTS: The Leadership Team will train staff on the EL Master Plan and how it aligns to ELPAC; Reclassification criteria, and ELD curriculum (in order to ensure that all ELs receive appropriate, adequate, and targeted designated and integrated ELD instruction across all grade levels.) ELD standards training will take place yearly. The EL Coordinator will provide professional development (SDAIE, GLAD, and Write programs) and model lessons for teachers. The EL Coordinator will administer the ELPAC, be in charge of reclassification, provide support for Newcomers, and provide after-school support for EL. All English learners receive Designated ELD Some curricula used: Read Naturally, Brain Pop, and Rosetta Stone - Newcomers, National Geographic with Hampton Brown - Edge	\$19,536.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Fundamentals, and National Geographic with Hampton Brown - Edge Level A, National Geographic Reach (3rd-8th grade)		
2.3	STAFFING, SERVICES & PROGRAM TO SERVICE SWD STUDENTS	STAFFING, SERVICES & PROGRAM TO SERVICE SWD STUDENTS: To ensure that students with disabilities at The Learning Choice Academy (TLC) receive comprehensive and effective support, TLC partners with El Dorado Charter SELPA (Special Education Local Plan Area). The RSP Teacher/Director of Special Education (SPED) will play a crucial role in developing, implementing, and monitoring individualized education plans (IEPs) for students, ensuring adherence to requirements and timelines. Additionally, TLC's program aims to improve outcomes and close the achievement gap for students with disabilities through specialized and age-appropriate programs, services, and support. Continue with Increased training with two tracks for Instructional assistants to ensure more effective support Track 1: instructional assistant for general classroom support. Track 2: Resource specialist aide who will receive additional training for specific 1:1 support needs for mod/severe students and those who require 1:1 support. Hire a full-time Ed. Specialists to help with the overflow of students Some services used are: Barton, Touch Math, and Fast ForeWord, Teach Town (Mod/Sev)	\$449,807.00	No
2.4	MTSS: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTION & SUPPORTS	MTSS: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTION & SUPPORTS: TLC has implemented a comprehensive approach to academic intervention and support, known as Multi-Tiered System of Supports (MTSS), to ensure all students, including unduplicated students, achieve grade-level mastery and reduce achievement gaps. This structured framework includes: Aligning interventions with core instruction to provide targeted support across all grade levels.	\$40,740.00	No

Action #	Title	Description	Total Funds	Contributing
		- Offering 1:1 or small group tutoring sessions for students on their at-home days or after school. - Providing teachers with dedicated time on Fridays for small group and one-on-one instruction. - Enlisting Instructional Assistants to deliver additional academic support and interventions. - Employing a Reading Intervention Teacher to bolster ELA test scores and support literacy development. For middle and high school students, there is a focused effort on math instruction, with three hours of on-site instruction and weekly lessons provided both in school and at home. Students benefit from access to educational resources such as: - ALEKS - iXL Math - Read Naturally - No Red Ink - UPchieve (6-12th on-line tutoring) ELA Support for HS: will receive 3 hours of instruction weekly with support/tutoring on Fridays. For MS: students will receive 3 hours/week. To further enhance literacy skills, instructional aides are trained to administer the Barton Reading Intervention Program. These aides also receive training in classroom behavior support strategies, ensuring a supportive learning environment for all students. This holistic approach aims to optimize learning outcomes by addressing individual student needs through targeted interventions and support programs across TLC.		
2.5	MTSS: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL	MTSS: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION: To ensure comprehensive support for all students, including social-emotional and behavioral intervention, The Learning Choice Academy (TLC) integrates Multi-Tiered System of Supports (MTSS) strategies. These strategies include ongoing training, implementation of restorative	\$121,566.00	Yes

Action #	Title	Description	Total Funds	Contributing
	SUPPORT/INTERVENTION	practices, utilization of data-driven social-emotional programs, and adoption of a Social-Emotional Learning (SEL) curriculum. Admin staff will continue training with SDCOE and help support teachers in the classroom. TLC will continue to use and train new staff in Restorative Practices schoolwide, and provides resources to families. TLC will continue to use and train new staff in Aperture which is a data-driven based Social Emotional program. TLC will also continue to use and train in the SEL curriculum TLC will continue to retain the counselor and school Psychologist to support the social-emotional needs of our students.		
2.6	TECHNOLOGY	TECHNOLOGY TLC is investing in essential technology devices and services to support our educational programs effectively: • Providing Chromebooks for grades 7-12 on a 1:1 basis to enhance digital learning. • Introducing iPads for grades K-2 to facilitate early learning and engagement. • Ensuring staff have access to laptops for administrative and instructional purposes. • Upgrading network infrastructure to improve WiFi access across campus. • Securing IT services through a FileMaker contract to enhance database management. • Acquiring licenses for Microsoft software to support instructional and administrative needs. • Covering website costs to maintain an informative and accessible online presence. • Implementing Google Meets as a paid program to facilitate virtual meetings and collaboration. • Providing Docu Cams for teachers to enhance classroom instruction with visual aids. • Retaining a Technology Coordinator to oversee technology integration and support.	\$74,426.00	No

Action #	Title	Description	Total Funds	Contributing
		- Introducing DocuSign for efficient document management and processing. - Utilizing Zoom specifically for Special Education (SPED) programs to support virtual learning. - Implementing the Barton platform for SPED to support reading intervention. - Investing in online curriculum and support tools to enrich educational resources and learning experiences. . Amplify mCLASS Dibels 8 as a reading difficulties risk screening for Kindergarten through 2nd grade . Parsec Real as a more interactive survey platform to gain insight from staff, families and students throughout the school year These technological investments are designed to enhance teaching effectiveness, streamline administrative processes, and provide students with the tools necessary for a comprehensive and engaging educational experience at TLC.		
2.7	STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & ENSURE A SAFE SCHOOL ENVIRONMENT	STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & ENSURE A SAFE SCHOOL ENVIRONMENT: At TLC, we are committed to fostering a positive school climate, promoting student engagement, and ensuring a safe learning environment through a variety of staffing, programs, strategies, and activities: - School Wide Events: Organizing inclusive events that bring the entire school community together to celebrate achievements and build camaraderie. - Student Site Council: Empowering students through leadership opportunities and organizing activities that enhance school spirit. - Hosting Clubs and Organizations: Offering diverse clubs and organizations that cater to students' interests and provide opportunities for personal growth and connection. 6th Grade Camp: Providing a memorable outdoor experience that promotes teamwork, personal responsibility, and community building.	\$21,030.00	No

Action #	Title	Description	Total Funds	Contributing
		• Elective Units: Offering elective courses that enrich the educational experience and align with student interests, subject to Educational Plan approval. • Support for Vulnerable Students: Provide bus passes for homeless, foster youth, and low-income students to ensure access to transportation. • HopSkipRide Service: Offering transportation support through HopSkipRide for homeless, foster youth, low-income, and Students with Disabilities (SWD) to enhance school attendance and participation. • School wide Events: Hosting events focused on fostering a positive culture and promoting anti-bullying initiatives to ensure a respectful and inclusive environment. • Star Jaguars Program: Recognizing and promoting positive character traits among students through the Star Jaguars initiative. • Social-Emotional Learning (SEL) Groups: Implementing SEL groups to support student's social and emotional development, enhancing their overall well-being and academic success. These initiatives are integral to creating an environment where every student feels valued, supported, and engaged in their educational journey at TLC.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Engage parents, families, and members of the community as partners through education to support student academic achievement and provide a safe, supportive, welcoming inclusive, and positive learning environment. (Aligns with WASC Action Plan 3-4)	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

There is a need to engage parents through communication and education to improve student academic outcomes, school connectedness and safety.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Facilities in good repair	100%	100%	100%		maintained
3.2	Parents will have input in decision-making (including Unduplicated students, and Students with Disabilities: School Site Council (SSC)	Met	Met	Met		maintained
3.3	Provide opportunities for parent participation for families including Unduplicated students, and Students with Disabilities	Met	Met	Met		maintained
3.4	Increase participation rate by 2% on parent	21% completed survey	42.48% completed survey	32% completed survey		increased 11%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	survey on the sense of safety and school connectedness.					
3.5	Increase participation rate by 2% on student survey on the sense of safety and school connectedness.	10% completed survey (Grades 7-12)	5.06% completed survey (Grades 7-12)	10% (Grades 7-12) completed survey		maintained
3.6	Maintain 100% participation rate on staff survey on the sense of safety and school connectedness.	18% completed survey	60.87% completed survey	79% completed survey		increased 61%
3.7	Increase lunches served	4,364 students served	4,641 students served	4,249 students served		decreased 115
3.8	Increase Breakfast served by 2%	2,295 students served	2,210 students served	2,425 students served		increased 130
3.9	All visitors use Raptor as a check in system	100%	100%	100%		maintained

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.

ACTION 3.1 METHODS BY WHICH PARENTS PARTICIPATE IN DECISION-MAKING

TLC families have many opportunities to participate in various events and decision making. As planned, families participated in SSC, DELAC meetings and met with EP's to share feedback every 6 weeks. TLC also continues to utilize survey feedback to inform LCAP development and review.

ACTION 3.2 OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION AND COMMUNITY OUTREACH:

TLC has provided many opportunities for parent engagement through field trips, school-wide events, town hall meetings, and new parent orientations.

ACTION 3.3 FACILITIES:

All facilities maintain good repair standards. TLC continues to work with a SDUSD planning team to find a more permanent facility

ACTION 3.4 NUTRITION: 4,249 lunches served and 2,425 breakfasts served. 100% on health inspections

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 are no significant material differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services within this goal.

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

ACTION 3.1 METHODS BY WHICH PARENTS PARTICIPATE IN DECISION-MAKING: Held SSC and DELAC meetings throughout the year. In order to increase participation, TLC will continue to provide new family training, and send out reminders and updates to families every 6 weeks and seek feedback related to the LCAP goals in order to get more stakeholder involvement.

ACTION 3.4 NUTRITION: increased the number of breakfasts served, Lunch numbers are close to the baseline.

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.

TLC will continue to implement and monitor the progress of the current planned goal, metrics, target outcomes, and actions.

3.1 METHODS BY WHICH PARENTS PARTICIPATE IN DECISION-MAKING and 3.2 OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION AND COMMUNITY OUTREACH:

TLC will increase it's engagement of stakeholders in order to have more participation in decision making and community events for the next school year. As we wrap up the 3 year cycle of this LCAP, TLC will utilize parent, teacher, staff and student feedback to outline goals for the next 3 year LCAP cycle.

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	METHODS BY WHICH PARENTS PARTICIPATE IN DECISION-MAKING	METHODS BY WHICH PARENTS PARTICIPATE IN DECISION-MAKING: To encourage and gather parent input in decision-making, TLC will host and facilitate School Site Council (SSC) and District English Learner Advisory Committee (DELAC) meetings throughout the school year.	\$3,613.00	No

Action #	Title	Description	Total Funds	Contributing
		TLC will adhere to the requirements of AB716, using the school's Local Control and Accountability Plan (LCAP) as its School Plan for Student Achievement (SPSA). During the school year, SSC and DELAC will provide input and feedback on LCAP actions and services, monitoring annual measurable outcomes. This offers parents and community members the opportunity to contribute to student programs and the allocation of Title Funds. Additionally, TLC will hold WASC Committee meetings and Strategic Planning Committee meetings. Parents will also have the opportunity to discuss the LCAP with staff and provide input on goals every six weeks throughout the school year.		
3.2	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION AND COMMUNITY OUTREACH	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION AND COMMUNITY OUTREACH: TLC school staff will partner with parents (including unduplicated pupils and Students with Disabilities) to support student achievement. Parent engagement opportunities will include: • Meeting with parents every 6 weeks • Provide Parent Workshops on various topics • Host Parent/student Orientations • Communicate with Families using Parent Square • Translator will be available at schoolwide events and upon request • Presentations on Post-secondary options • Marketing & Events Coordinator: coordinates field trips • Parent surveys • Add full-day classes back on off-site days	\$42,780.00	Yes
3.3	FACILITIES	FACILITIES TLC is committed to ensuring a safe, clean, and well-maintained school environment for all students and staff. To achieve this goal, the following initiatives will be implemented: • Facility leasing expenses • Facility maintenance, repairs, and janitorial staff • Administer Building Checklist Annual Report	\$198,320.00	No

Action #	Title	Description	Total Funds	Contributing
		• Use Multi Air cleaners for offices and classrooms • Raptor sign-in for safety • Classroom Furniture in good repair • Full-time facilities person		
3.4	NUTRITION	By addressing the nutritional and socio-economic needs of unduplicated pupils through dedicated staffing and equipment investments, educational institutions can promote health equity and support academic success. • Salary for Nutrition Coordinator, and NSLP Staff. • Purchasing of Equipment Needed for Lunch Services	\$117,864.00	Yes

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
\$209425	\$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
8.737%	0.000%	\$0.00	8.737%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	Action: STAFF TO SUPPORT SCHOOL'S PROGRAM Need: Need for additional instructional support to bridge achievement gaps and provide tailored educational strategies for language barriers and learning gaps.	Highly qualified teachers are crucial for delivering effective instruction, especially for unduplicated pupils who may require tailored instructional strategies to meet their unique needs. Low-income students often face food insecurity, which can impact their ability to focus and learn effectively. Providing nutritious meals ensures they have the energy needed for academic success. Foster youth and low-income students are more likely to experience social-emotional challenges. Access to counseling services helps address	Standardized Test Scores: Track improvements in standardized test scores, particularly for EL, low-income, and foster youth students. Grade Point Averages (GPA): Monitor GPA trends among unduplicated pupils.

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
	Need for counseling and mental health services to address trauma, stress, and emotional well-being. Access to nutritious meals to combat food insecurity and support overall health and learning. Enhanced communication and involvement of families in the educational process to support student learning. Scope: LEA-wide Schoolwide	these issues, supporting their overall well-being and academic achievement. Unduplicated pupils who also have disabilities require specialized support to meet their educational goals. SPED Support Staff provide the necessary interventions and accommodations. Effective school administration ensures smooth operation and the implementation of programs that benefit unduplicated pupils, such as targeted interventions and family engagement activities. TLC's staffing and service model, which includes appropriately credentialed teachers, Instructional Assistants, NSLP staff, a Counselor, SPED Support Staff, and Administrative Staff, is designed to address the needs of unduplicated pupils comprehensively. Implementing these supports on a schoolwide basis ensures equity, consistency, and efficiency, fostering a supportive and inclusive educational environment for all students.	Reclassification Rates: Measure the percentage of EL students who are reclassified as fluent English proficient. Attendance Rates: Changes in attendance rates among
1.2	Action: PROFESSIONAL DEVELOPMENT Need: Need for effective instructional strategies to bridge achievement gaps and support diverse learning needs. Need for targeted support to enhance English language proficiency among English learners. Need for strategies to support the social-emotional well-being of students, particularly those facing trauma and stress. Need for engaging families in the educational process to support student learning and well-being.	Training on how to tailor instruction to meet the diverse learning needs of all students, including those with learning gaps and language barriers. Professional development in ELD, including SDAIE (Specially Designed Academic Instruction in English), GLAD (Guided Language Acquisition Design), and effective practices for integrating ELD standards into daily instruction. Training on SEL practices to support the emotional and mental well-being of students, with an emphasis on trauma-informed care and resilience building. Workshops on effective communication and engagement techniques to involve families in the educational process, including culturally responsive practices and outreach strategies.	Teacher Performance and Feedback Metric: Observations and evaluations of teaching practices, along with feedback from teachers on the relevance and impact of the professional development. Monitoring: Regular classroom observations and teacher surveys to assess the implementation and effectiveness of the training.

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:	Training on using data to inform instruction, including formative and summative assessments, to monitor student progress and adjust teaching strategies accordingly. Providing professional development schoolwide ensures that all teachers are equipped with the same high-quality instructional strategies and tools, promoting equity and consistency in the educational experience of all students. Schoolwide professional development fosters collaboration among teachers, allowing them to share best practices and support each other in implementing effective instructional strategies.	Student Academic Achievement Metric: Improvements in standardized test scores, GPA, and reclassification rates for EL students. Monitoring: Analysis of student performance data to track academic progress and identify areas for further support. Social-Emotional and Behavioral Outcomes Metric: Reduced behavioral incidents and improved student well-being as reported in surveys and counselor referrals. Monitoring: Tracking behavioral data and conducting student surveys to measure the impact of SEL practices. Family Engagement Metric: Increased participation in family engagement activities and positive feedback from families. Monitoring: Attendance records for workshops and events, along with surveys

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
			to gather family feedback on engagement initiatives.
1.3	Action: COURSE ACCESS: COLLEGE & CAREER PREPAREDNESS Need: Need for access to challenging coursework that prepares students for college-level work. Need for additional support in core academic subjects to ensure college readiness. Need for information and guidance on college applications, financial aid, and career options. Need for exposure to various career pathways and post-secondary opportunities. Need for mentoring and counseling to navigate the college application process and career planning. Need for resources and programs that support first-generation college students in overcoming barriers to higher education. Scope: LEA-wide	Ensures that all students, including unduplicated pupils, are challenged academically and prepared for college-level coursework. Provides opportunities for students to engage in advanced coursework that can earn them college credit and strengthen their college applications. Offers personalized guidance on college applications, financial aid, scholarships, and career options, helping students navigate the complexities of the college admission process. Organize college visits and career fairs to expose students to various colleges, universities, and career opportunities, broadening their understanding of available options and motivating them to pursue higher education and career goals. Offer workshops on college readiness, financial aid, and application processes. Provides critical information and skills needed to navigate the college application and financial aid processes, helping to demystify these steps for students and their families.	College Readiness Metrics Metric: Number of students completing AP courses. Monitoring: Track enrollment and performance in advanced courses to ensure all students, including unduplicated pupils, are engaging in rigorous coursework. College Application and Acceptance Rates Metric: Percentage of students applying to and being accepted into colleges and universities. Monitoring: Monitor college application and acceptance rates, focusing on first-generation college students to ensure they are successfully navigating the application process. Career Preparedness Metrics Metric: Participation rates in career fairs and College Trips Monitoring: Assess student involvement in

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
			career-related activities to ensure they are gaining exposure to various career pathways and opportunities. Student and Parent Feedback Metric: Surveys and feedback from students and parents on college and career readiness programs. Monitoring: Collect and analyze feedback to identify areas for improvement and ensure that programs are meeting the needs of unduplicated pupils.
1.5	Action: INDUCTION AND INTERN TEACHER SUPPORT Need: Need for effective teaching strategies that support diverse learning needs and close achievement gaps. Need for a stable learning environment with well-prepared teachers who can provide consistent, high-quality instruction. Need for instructional strategies that specifically address the academic and social-emotional needs of unduplicated pupils. Scope:	Ensures that new teachers receive ongoing support, mentoring, and professional development to enhance their teaching practice. Provides intern teachers with the support they need to balance teaching responsibilities while completing their certification requirements. Supporting new and intern teachers helps to retain high-quality educators, reducing turnover and ensuring stability for students, particularly unduplicated pupils who benefit from a consistent learning environment. A schoolwide approach to teacher support fosters a culture of continuous improvement, where all teachers are encouraged to develop their skills and share best practices, leading to overall improvement in student outcomes.	Intern Teacher Graduation Rates Metric: Percentage of intern teachers who complete the full program with TLC. Monitoring: Track the number of intern teachers who complete the program and remain at TLC from year to year to assess the program's impact on teacher retention. Teacher Performance and Growth

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		Metric: Evaluations of teaching performance and professional growth. Monitoring: Conduct regular evaluations and gather feedback from mentors and administrators to measure improvements in teaching practice. Student Academic Achievement Metric: Academic performance of students taught by new and intern teachers. Monitoring: Analyze student achievement data to determine the impact of new and intern teachers on student outcomes, particularly for unduplicated pupils. Feedback from Teachers Metric: Surveys and feedback from new and intern teachers about the support program. Monitoring: Collect and analyze feedback to identify strengths and areas for improvement in the induction and support program.

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
			Mentor and Peer Evaluations Metric: Assessments from mentors and peers regarding the progress and effectiveness of new and intern teachers. Monitoring: Gather qualitative data from mentors and peers to complement formal evaluations and provide a comprehensive view of teacher development.
2.1	Action: MULTIPLE TYPES OF ASSESSMENTS Need: Need for multiple measures of progress through formal and informal assessments. Scope: LEA-wide	Utilizing multiple forms of assessment will ensure that there are ample opportunities to provide more targeted instruction and support to unduplicated student populations based on identified needs presented in multiple forms of data. By analyzing different types of assessments (formal and informal), teaching teams will be able to find overlapping needs in order to support vulnerable student populations.	Observe and track changes in local and state assessments as well as informal observations along with in class assignments and tests. Student Performance Monitoring: Collect and analyze assessment data to track progress and provide additional support when indicated.
2.2	Action: STAFFING, SERVICES & PROGRAM TO SERVICE EL STUDENTS Need: Need for targeted instruction to improve English language proficiency.	Ensures that all teachers understand the comprehensive approach to supporting ELs, including instructional strategies and assessment alignment. Ensures that teachers understand and accurately implement reclassification criteria to support ELs in	Teacher Preparedness and Implementation Metric: Teacher surveys and observations to assess preparedness and implementation of EL strategies.

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
	Need for consistent and integrated ELD instruction across all grade levels. Need for clear understanding and implementation of reclassification criteria to ensure timely reclassification of ELs. Need for ongoing professional development to equip teachers with the skills and knowledge to effectively support ELs. Scope: LEA-wide	transitioning to reclassified fluent English proficient (RFEP) status. Provides teachers with the tools and knowledge to deliver high-quality ELD instruction that meets the needs of ELs. Schoolwide training ensures that all teachers receive the same high-quality professional development, promoting consistency and equity in EL instruction.	Monitoring: Collect and analyze teacher feedback and conduct classroom observations to measure the impact of training on instructional practices. EL Student Performance Metric: ELPAC scores, reclassification rates, and academic performance of ELs. Monitoring: Track EL student performance data to evaluate the effectiveness of ELD instruction and identify areas for improvement. Reclassification Rates Metric: Percentage of ELs meeting reclassification criteria and being reclassified. Monitoring: Monitor reclassification rates to ensure that ELs are transitioning to RFEP status in a timely and accurate manner.
2.5	Action: MTSS: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION	Ensures a structured framework for addressing the academic, social-emotional, and behavioral needs of all students through tiered supports. Fosters a positive school climate and supports students in resolving conflicts and building relationships.	Behavioral and Disciplinary Data Metric: Reduction in disciplinary incidents and behavioral referrals.

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
	Need: Need for targeted instruction to improve state test scores Scope: LEA-wide	Utilizes data to assess and address students' social-emotional needs, fostering a supportive and inclusive learning environment. Integrate SEL into daily instruction to promote students' self-awareness, social awareness, relationship skills, responsible decision-making, and self-management.	Monitoring: Track changes in behavior management data to assess the effectiveness of Restorative Practices and other interventions. Student and Parent Feedback Metric: Surveys and feedback regarding school climate and support services. Monitoring: Assess satisfaction levels and gather insights to continuously improve MTSS and social-emotional support initiatives.
3.2	Action: OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION AND COMMUNITY OUTREACH Need: English Learners (ELs): Students needing support to achieve English proficiency. Economically Disadvantaged Students: Students from low-income families requiring additional academic and socio-economic support. Foster Youth: Students who are or have been in the foster care system, often needing stability and tailored educational support.	Meeting with Parents every 6 weeks provides regular updates on student progress and allows for discussion of any challenges or concerns specific to unduplicated pupils. Ensures ongoing communication and support for all families, fostering a collaborative approach to student achievement. Parent Workshops on Various Topics Equips parents with knowledge and skills to support their children academically, socially, and emotionally, tailored to the unique needs of unduplicated pupils. Promotes parental involvement and capacity-building across the entire school community. Parent/Student Orientations introduce families to school resources, policies, and academic	Attendance and Participation Rates: Track attendance and participation in parent meetings, workshops, orientations, and events to gauge engagement levels among unduplicated pupil families. Survey Feedback: Analyze survey responses to assess parent satisfaction, the perceived impact of engagement opportunities,

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
	Homeless Youth: Students lacking a stable, permanent residence, necessitating educational stability and support. Scope: LEA-wide	expectations, ensuring unduplicated pupils and their families feel informed and included. Establishes a foundation for partnership between school staff and families, supporting student integration and success. Communication via Parent Square facilitates timely and effective communication with families, including those of unduplicated pupils, ensuring they stay informed about school events, progress, and opportunities. Enhances accessibility and transparency in school-home communication, crucial for maintaining parental engagement and support. Marketing & Events Coordinator coordinates enriching experiences such as field trips, enhancing educational opportunities and engagement for unduplicated pupils. Ensures equitable access to extracurricular activities and community involvement, fostering holistic development and academic success. Parent Surveys solicits feedback from parents, including those of unduplicated pupils, to assess satisfaction, identify areas for improvement, and tailor support services. Guides continuous improvement efforts, ensuring that parent engagement initiatives effectively meet the needs of all families within the school community.	and areas needing improvement. Communication Effectiveness: Measure usage and responsiveness to communications via Parent Square to ensure effective dissemination of information to all families, including unduplicated pupils. Community Outreach Impact: Evaluate the outcomes of community events, field trips, and partnerships coordinated by the Marketing & Events Coordinator to measure their impact on student engagement and community relations.
3.4	Action: NUTRITION Need: Provided on an LEA-wide or schoolwide basis to ensure equity and consistent access to nutritious meals for all students who qualify for NSLP, regardless of their socio-economic background.	Ensures unduplicated pupils, particularly economically disadvantaged students, have access to nutritious meals that support their health and academic performance. The Nutrition Coordinator oversees meal planning, ensures compliance with nutritional guidelines, and coordinates outreach efforts to ensure all eligible students benefit from the NSLP.	Participation in NSLP: Track the number of unduplicated pupils participating in the NSLP to ensure equitable access to nutritious meals. Nutritional Quality: Monitor compliance with nutritional guidelines and assess

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	Invest in equipment necessary for the effective delivery of lunch services, such as kitchen appliances, serving utensils, and storage facilities. Enhances the quality and efficiency of meal preparation and service, ensuring that unduplicated pupils receive nutritious meals in a timely manner. Adequate equipment supports the preparation of diverse and appealing menu options that meet nutritional standards. Implemented across the LEA or school to standardize and improve meal services for all students, including unduplicated pupils, promoting health and well-being as integral components of the educational experience.	student satisfaction with meal options to ensure meals meet dietary needs and preferences. Gather feedback from parents and students on meal quality, service efficiency, and satisfaction with the NSLP to identify areas for improvement and ensure alignment with student needs.

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
2.2	Action: STAFFING, SERVICES & PROGRAM TO SERVICE EL STUDENTS Need: Need for targeted instruction to improve English language proficiency. Need for consistent and integrated ELD instruction across all grade levels. Need for clear understanding and implementation of reclassification criteria to ensure timely reclassification of ELs.	Ensures that all teachers understand the comprehensive approach to supporting ELs, including instructional strategies and assessment alignment. Ensures that teachers understand and accurately implement reclassification criteria to support ELs in transitioning to reclassified fluent English proficient (RFEP) status. Provides teachers with the tools and knowledge to deliver high-quality ELD instruction that meets the needs of ELs.	Teacher Preparedness and Implementation Metric: Teacher surveys and observations to assess preparedness and implementation of EL strategies. Monitoring: Collect and analyze teacher feedback and conduct classroom observations to measure

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need for ongoing professional development to equip teachers with the skills and knowledge to effectively support ELs. Scope: Limited to Unduplicated Student Group(s)	Schoolwide training ensures that all teachers receive the same high-quality professional development, promoting consistency and equity in EL instruction.	the impact of training on instructional practices. EL Student Performance Metric: ELPAC scores, reclassification rates, and academic performance of ELs. Monitoring: Track EL student performance data to evaluate the effectiveness of ELD instruction and identify areas for improvement. Reclassification Rates Metric: Percentage of ELs meeting reclassification criteria and being reclassified. Monitoring: Monitor reclassification rates to ensure that ELs are transitioning to RFEP status in a timely and accurate manner.

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.

Foster youth, English learners, and low-income students are known to the staff paid by this program. Thus, these students receive first, best attention (increased and improved services) 100% through the use of these funds. Without these funds, this type of dedicated staff attention would not be possible. The results of the efforts can be seen through student achievement data on the dashboard, parent/student surveys, and internal metrics.

Foster youth, English learners, and low-income students receive the following increased services/supports:

- Chromebooks for students
- Additional counseling support
- IA support and follow-up
- MTSS support and monitoring
- Bus Passes
- "HopSkipRide" service

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.

TLC has 31% of the unduplicated FRPM/EL eligible count.

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	15.75	
Staff-to-student ratio of certificated staff providing direct services to students	16.9	

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	2397032	209425	8.737%	0.000%	8.737%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,022,620.00	\$609,470.00	\$0.00	\$173,296.00	\$2,805,386.00	\$2,338,292.00	\$467,094.00

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	STAFF TO SUPPORT SCHOOL'S PROGRAM	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		\$1,572,769.00	\$0.00	\$1,504,317.00			\$68,452.00	\$1,572,769.00	
1	1.2	PROFESSIONAL DEVELOPMENT	All	No			All Schools		\$0.00	\$17,898.00	\$17,898.00				\$17,898.00	
1	1.3	COURSE ACCESS: COLLEGE & CAREER PREPAREDNESS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$11,934.00	\$4,601.00	\$16,535.00				\$16,535.00	
1	1.4	CORE CURRICULUM	All	No			All Schools		\$9,672.00	\$87,092.00	\$82,595.00	\$14,169.00			\$96,764.00	
1	1.5	INDUCTION AND INTERN TEACHER SUPPORT	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$6,000.00	\$0.00	\$6,000.00				\$6,000.00	
2	2.1	MULTIPLE TYPES OF ASSESSMENTS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$5,738.00	\$5,738.00				\$5,738.00	
2	2.2	STAFFING, SERVICES & PROGRAM TO SERVICE EL STUDENTS	English Learners	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$17,536.00	\$2,000.00				\$19,536.00	\$19,536.00	
2	2.3	STAFFING, SERVICES & PROGRAM TO SERVICE SWD STUDENTS	Students with Disabilities	No			All Schools		\$439,254.00	\$10,553.00		\$427,987.00		\$21,820.00	\$449,807.00	
2	2.4	MTSS: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC	All	No			All Schools		\$29,804.00	\$10,936.00	\$40,740.00				\$40,740.00	

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
		INTERVENTION & SUPPORTS														
2	2.5	MTSS: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$112,938.00	\$8,628.00	\$8,628.00	\$112,938.00			\$121,566.00	
2	2.6	TECHNOLOGY	All	No			All Schools		\$23,559.00	\$50,867.00	\$74,426.00				\$74,426.00	
2	2.7	STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & ENSURE A SAFE SCHOOL ENVIRONMENT	All	No			All Schools		\$15,187.00	\$5,843.00	\$21,030.00				\$21,030.00	
3	3.1	METHODS BY WHICH PARENTS PARTICIPATE IN DECISION-MAKING	All	No			All Schools		\$3,613.00	\$0.00	\$3,613.00				\$3,613.00	
3	3.2	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION AND COMMUNITY OUTREACH	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$41,650.00	\$1,130.00	\$42,780.00				\$42,780.00	
3	3.3	FACILITIES	All	No			All Schools		\$0.00	\$198,320.00	\$198,320.00				\$198,320.00	
3	3.4	NUTRITION	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$54,376.00	\$63,488.00		\$54,376.00		\$63,488.00	\$117,864.00	

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
2397032	209425	8.737%	0.000%	8.737%	\$1,583,998.00	0.000%	66.082 %	Total:	\$1,583,998.00
								LEA-wide Total:	\$1,583,998.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$1,504,317.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	STAFF TO SUPPORT SCHOOL'S PROGRAM	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,504,317.00	
1	1.3	COURSE ACCESS: COLLEGE & CAREER PREPAREDNESS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$16,535.00	
1	1.5	INDUCTION AND INTERN TEACHER SUPPORT	Yes	LEA-wide	English Learners Foster Youth Low Income		\$6,000.00	
2	2.1	MULTIPLE TYPES OF ASSESSMENTS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,738.00	
2	2.2	STAFFING, SERVICES & PROGRAM TO SERVICE EL STUDENTS	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools		
2	2.5	MTSS: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-	Yes	LEA-wide	English Learners Foster Youth Low Income		\$8,628.00	

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 (%)
		EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION						
3	3.2	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION AND COMMUNITY OUTREACH	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$42,780.00	
3	3.4	NUTRITION	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,626,230.80	\$2,622,674.19

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	STAFF TO SUPPORT SCHOOL'S PROGRAM	Yes	\$1,537,343.00	1460501
1	1.2	PROFESSIONAL DEVELOPMENT	No	\$23,633.00	17633
1	1.3	COURSE ACCESS: COLLEGE & CAREER PREPAREDNESS	Yes	\$20,880.00	10257.19
1	1.4	CORE CURRICULUM	No	\$41,415.42	96219
1	1.5	INDUCTION AND INTERN TEACHER SUPPORT	Yes	\$9,000.00	6465
2	2.1	MULTIPLE TYPES OF ASSESSMENTS	Yes	\$5,653.00	5653
2	2.2	STAFFING, SERVICES & PROGRAM TO SERVICE EL STUDENTS	Yes	\$21,546.00	20441
2	2.3	STAFFING, SERVICES & PROGRAM TO SERVICE SWD STUDENTS	No	\$406,446.00	392482
2	2.4	MTSS: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTION & SUPPORTS	No	\$39,872.00	43553
2	2.5	MTSS: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE	Yes	\$59,439.00	101272

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)
		SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION			
2	2.6	TECHNOLOGY	No	\$67,002.00	74805
2	2.7	STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & ENSURE A SAFE SCHOOL ENVIRONMENT	No	\$29,041.00	29112
3	3.1	METHODS BY WHICH PARENTS PARTICIPATE IN DECISION-MAKING	No	\$3.3800	3380
3	3.2	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION AND COMMUNITY OUTREACH	Yes	\$50,317.00	48146
3	3.3	FACILITIES	No	\$186,269.00	184744
3	3.4	NUTRITION	Yes	\$128,371.00	128011

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)
187010	\$1,585,748.00	\$1,492,822.00	\$92,926.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	STAFF TO SUPPORT SCHOOL'S PROGRAM	Yes	\$1,489,270.00	1430766		
1	1.3	COURSE ACCESS: COLLEGE & CAREER PREPAREDNESS	Yes	\$20,880.00	6257		
1	1.5	INDUCTION AND INTERN TEACHER SUPPORT	Yes	\$9,000.00	0		
2	2.1	MULTIPLE TYPES OF ASSESSMENTS	Yes	\$5,653.00	5653		
2	2.2	STAFFING, SERVICES & PROGRAM TO SERVICE EL STUDENTS	Yes	\$2,000.00	2000		
2	2.5	MTSS: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION	Yes	\$8,628.00	0		
3	3.2	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION AND COMMUNITY OUTREACH	Yes	\$50,317.00	48146		
3	3.4	NUTRITION	Yes				

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)
2235032	187010	0	8.367%	\$1,492,822.00	0.000%	66.792%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- 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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