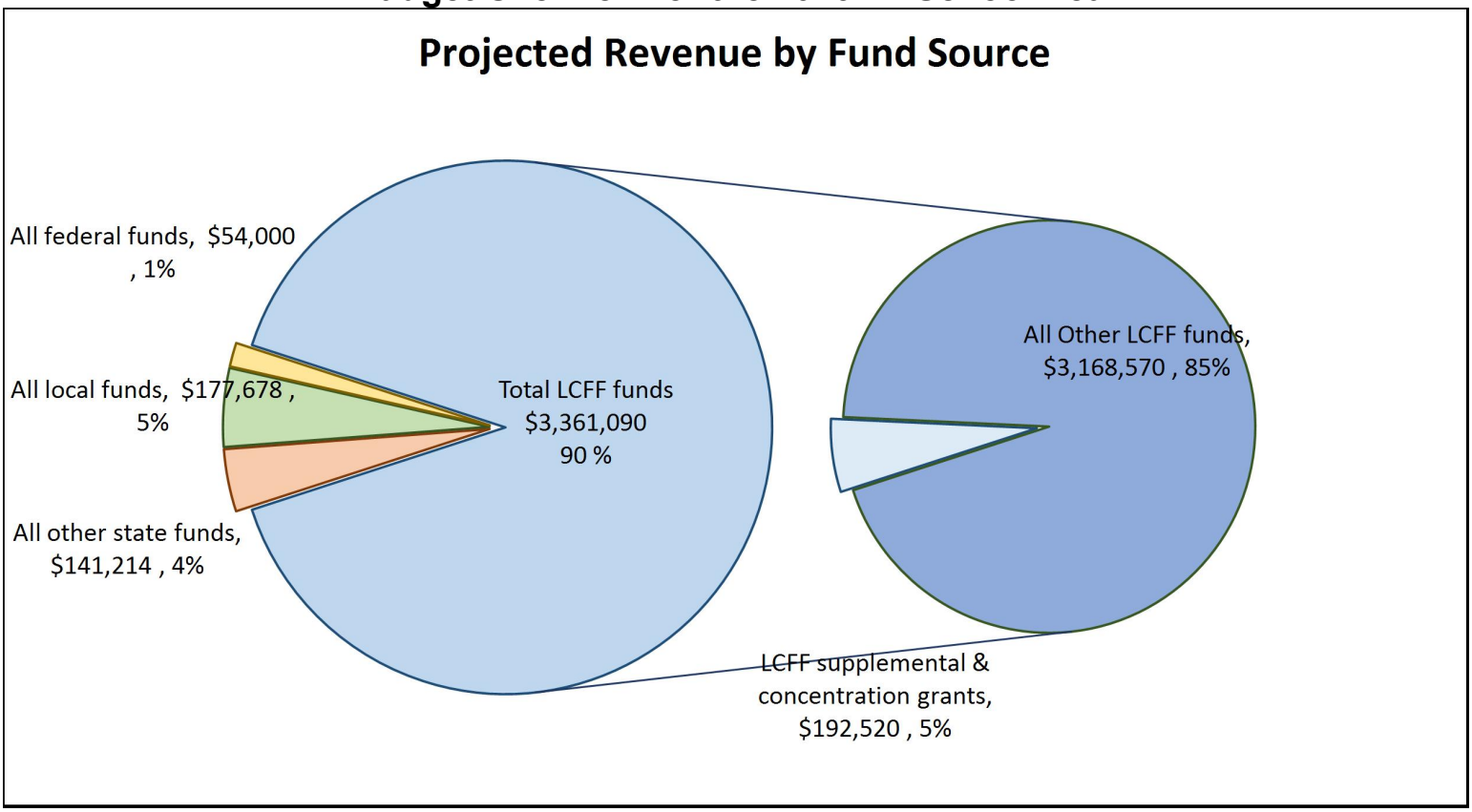
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Barbara Charter School
CDS Code: 42767866111603
School Year: 2026-27
LEA contact information:
Laura Donner
Director of Education
ldonner@sbunified.org
8059676522

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

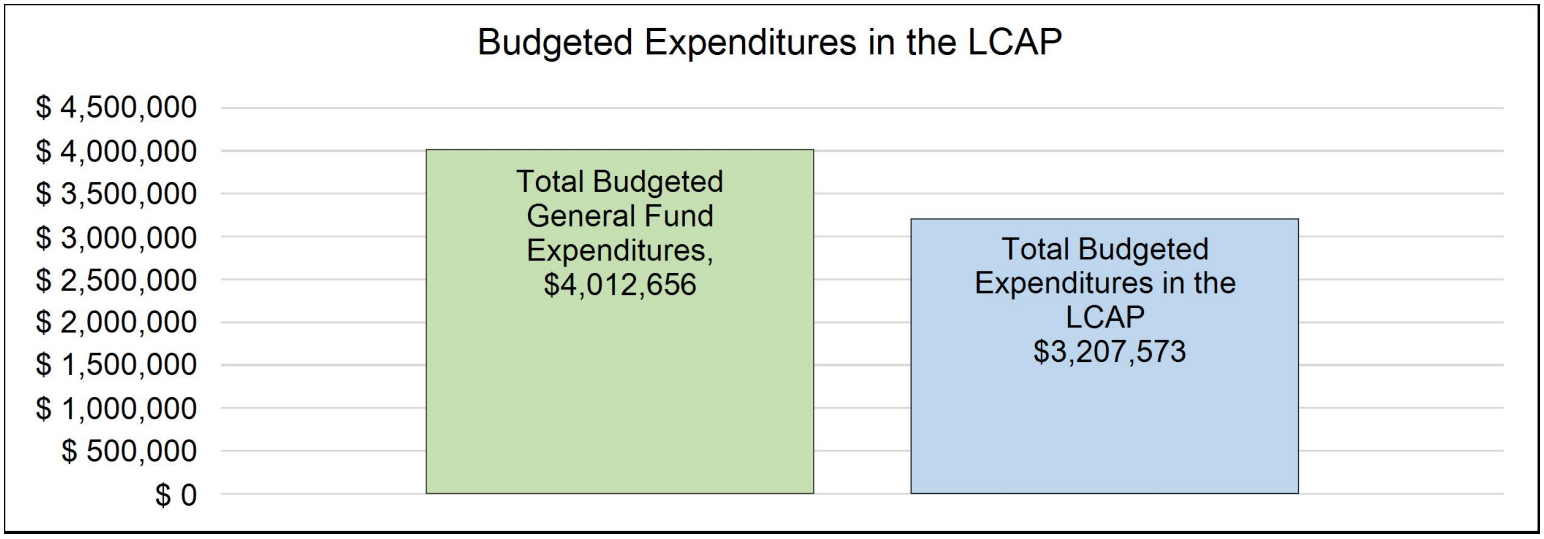



This chart shows the total general purpose revenue Santa Barbara Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Santa Barbara Charter School is $3,733,982, of which $3361090 is Local Control Funding Formula (LCFF), $141214 is other state funds, $177678 is local funds, and $54000 is federal funds. Of the $3361090 in LCFF Funds, $192520 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 Santa Barbara Charter School 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: Santa Barbara Charter School plans to spend $4012656 for the 2026-27 school year. Of that amount, $3207573 is tied to actions/services in the LCAP and $805,083 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

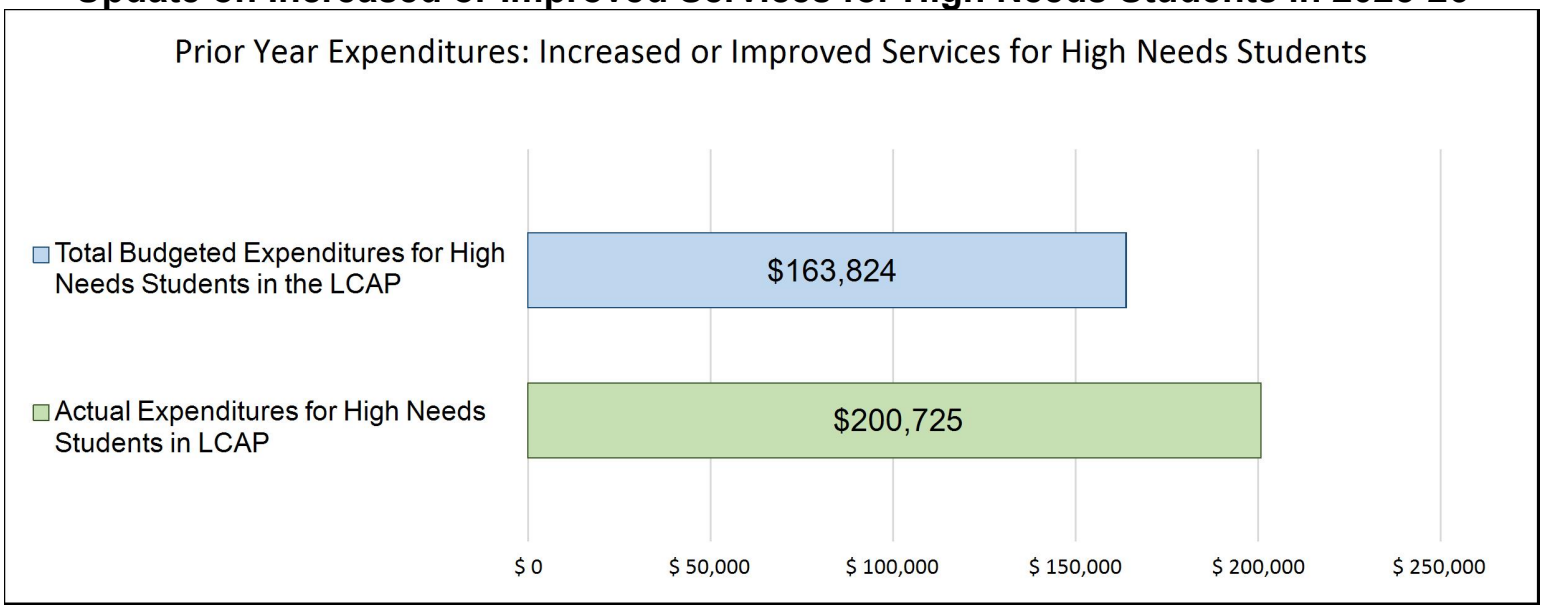
Staffing paid for via Prop 28 and other restricted funding sources; custodial, office staff, some administrative staff, back office provider, maintenance, equipment such as laptops (grant funding) and counseling services (grant funding). Special education staff, beyond academic provider, are not included in LCAP plan.

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

In 2026-27, Santa Barbara Charter School is projecting it will receive $192520 based on the enrollment of Foster Youth, English learner, and low-income students. Santa Barbara Charter School must describe how it intends to increase or improve services for high needs students in the LCAP.  Santa Barbara Charter School plans to spend $200725 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 Santa Barbara Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Santa Barbara Charter School 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, Santa Barbara Charter School's LCAP budgeted $163824 for planned actions to increase or improve services for high needs students. Santa Barbara Charter School actually spent $200,725 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 |
|---|---|---|
| Santa Barbara Charter School | Laura Donner<br>Director of Education | ldonner@sbunified.org<br>8059676522 |

# 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.

Santa Barbara Charter School is a classroom-based charter school which enrolls approximately 270 students in grades TK-8 in a classroom-based or HomeBased educational program.

Our students come from all over the county, with the majority of students residing in Santa Barbara and Goleta. In 2025 we have 26% Hispanic or Latino students, 58% White, 7% two or more races, 6% Asian, 0% not reported, and 0% African American students enrolled.

The CA Dashboard student count for 2025 shows 5% English Language Learners, 1% Homeless, and 25% Socioeconomically Disadvantaged. We have 45 students who are formally identified as students with disabilities, which is 17% of our population.

Our Mission statement reads: Santa Barbara Charter School nurtures lifelong learners by cultivating the interests and building the skills of both students and their families in the Arts, Academics, and Relationships. Working together, the staff, parents, and students at SBCS create a responsive and innovative educational program.

At SBCS we recognize that learning takes place everywhere and all the time. We nurture the physical, intellectual, social, and emotional development of the child and help students achieve academic goals through multi-sensory experiences. We value student-led learning and are committed to building a child's sense of self by allowing each student to experience academic and social success. For more information, please visit: https://sbcharter.org/curriculum/

## Reflections: Annual Performance

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

Dashboard data and local data:

The 2025 California School Dashboard reflects continued gaps between “all students” and our Hispanic/Latino and socioeconomically disadvantaged (SED) subgroups in both English Language Arts and Math. At the same time, the CDE’s 2025 Student Growth Model data, which tracks the share of individually matched students whose performance level improved from the prior year, shows encouraging momentum across nearly every subgroup at SBCS, in both ELA and math. Closing these gaps remains the central focus of Goal 2 below.

Growth was broad-based across subgroups, though the size of gains varied.

Between 2024 and 2025, the school saw strong overall academic growth, with 77.5% of all 89 tested students improving at least one performance level in ELA and 67.4% doing so in Math, earning the school Green and Yellow growth ratings respectively. This momentum was broadly shared across subgroups, though with notable variation in magnitude. English Only students (n=77) closely mirrored the overall trend, with 77.9% improving in ELA and 66.2% in Math. White students (n=51) posted the strongest results in both subjects, with 84.3% improving in ELA and 70.6% in Math, reflecting Green and Yellow growth levels. Students with Disabilities (n=29) showed solid, consistent gains, with 72.4% improving in ELA and 62.1% in Math, both rated Yellow. Hispanic/Latino students (n=25) and Socioeconomically Disadvantaged students (n=22) showed the most room for growth: 60.0% of Hispanic/Latino students improved in both ELA and Math (Yellow/Orange), while 68.2% of Socioeconomically Disadvantaged students improved in ELA but only 54.5% in Math, also rated Yellow/Orange. Taken together, these results highlight meaningful progress school-wide, while underscoring a persistent gap in Math growth for Hispanic/Latino and Socioeconomically Disadvantaged students that may warrant targeted instructional support going forward.

Hispanic/Latino students improved at the same rate in ELA and math (60.0% each), placing the subgroup in the Yellow growth category for ELA and Orange for math, a meaningful share of students moving up a performance level, but a smaller share than the schoolwide average, consistent with the persistent achievement gap reflected on the Status side of the Dashboard. Socioeconomically disadvantaged students showed similar patterns: 68.2% improved in ELA (Yellow) versus 54.5% in math (Orange), the lowest math growth rate among the subgroups with reportable data.

Students with Disabilities posted strong, consistent growth: 72.4% improved in ELA and 62.1% in math, both in the Yellow-to-Green range. White students led all subgroups with 84.3% improving in ELA (Green) and 70.6% in math (Yellow). English Only students, SBCS’s largest demographic group, improved at 77.9% in ELA and 66.2% in math, closely tracking the all-students average. Several smaller subgroups (English Learners, Asian, multiracial, and others) had fewer than 11 matched students and are not separately reportable under state privacy thresholds.

Taken together, this growth data shows that the large majority of SBCS students in every reportable subgroup are moving in the right direction year-over-year, even where overall Status levels and gaps between subgroups remain a concern. The relative softness in math growth for the Hispanic and SED subgroups, both at or below 60%, points to where MTSS and curriculum-specialist support under Goal 2 should be most tightly targeted going into Year 3.

Teacher Accomplishments:

Collaborative Teaching & Combination Classrooms
Several teachers leading combination classrooms built strong partnerships with their grade-level colleagues this year through consistent co-planning and team-teaching. These partnerships led to effective split instructional blocks—particularly in math—supported by specialists, and thoughtful adaptations to phonics and literacy instruction to meet students at different developmental stages within the same classroom.
Strengthening Core Instruction

Teachers made meaningful, evidence-based adjustments across subjects this year.
In math, several restructured instruction using more guided, scaffolded approaches and daily fluency routines, leading to measurable gains for students who had been struggling. In writing, multiple classrooms adopted the Mystery Writing program, paired with practices like one-on-one writing conferences, to strengthen students' skills and engagement. In science, teachers brought rich, hands-on units to life—including an engineering and environmental science unit on flood control featuring a guest speaker, and a revived unit that brought renewed energy to the curriculum.
Supporting Diverse Learners

This was a year marked by inclusive, individualized support.
Teachers worked closely with special education staff, classroom aides, and specialists to ensure all students had meaningful access to learning. Several navigated significant individual student needs—including physical, behavioral, social, and emotional challenges—with patience, professionalism, and steady advocacy, and saw real growth as a result.
Reading & Screening Support

A schoolwide reading difficulties screening process was researched, planned, and implemented this year, including clear communication with families. Results closely aligned with existing classroom screening tools, confirming that students needing extra reading support were already being identified and served well by current systems.
Classroom Culture & Community

Teachers focused on building positive, structured classroom environments this year—through clear expectations, social-emotional learning routines, and intentional community-building activities. Several teachers proactively reset classroom culture after challenging starts to the year, and built systems that helped students grow in independence and self-advocacy.
Beyond the Classroom

Teachers contributed broadly to school life this year, including serving on school committees, supporting enrollment and recruitment efforts, mentoring student teachers, coaching colleagues, and organizing community-building events for staff and families. Several also invested in their own professional growth by pursuing additional coursework and certifications.

Goals for the Coming Year, classroom-based:

Literacy & Writing: Strengthen early literacy through small-group instruction and hands-on, multimodal phonics activities; refine and build on this year's writing and curriculum work.
Math: Continue refining instructional models to balance individualized progress tracking with long-term sustainability.
Data & Screening: Deepen data analysis practices tied to reading screening, and establish clearer parent communication processes around results.
Student Independence: Build stronger systems for student independence and routines, and develop extension opportunities for advanced learners.
Equity & Access: Grow practice around equity, diversity, and culturally responsive teaching; expand accessible, UDL-aligned tools and materials school-wide.
Family & Community Engagement: Increase meaningful parent involvement opportunities and deepen collaboration among colleagues.
Professional Growth: Several teachers are pursuing additional certifications and training to take on new roles and responsibilities next year.

Goals, HBP:
Complete the 2nd grade assessment revamp ahead of August testing
Deepen integration of social justice and conflict resolution content into instruction
Continue building students' confidence and skill in writing
Strengthen relationships with students and families, particularly for newer team members
Continue cross-training on planning and organizational systems within the team

Local Data:
Goal 1: Teachers Council is focused on professional development in reading instruction in the lower grades, and on calibrating writing assessment across the upper grades for greater student continuity and coherence.

Goal 2: In Math, teachers continue to collaborate on more effectively integrating and delivering the newer Illustrative Math curriculum. A few teachers will pilot a new curriculum this year.

Goal 1: Continue implementation of universal screener for reading, which will meet the needs of the state-mandated Reading Difficulties Risk Screener while also supporting teachers with progress-monitoring for reading for all students, TK-8. This newer tool will help teachers in both programs (CB and HBP) calibrate and discuss student progress in reading. A universal reading screener will improve our ability to identify students in need of support, as well as to report student reading progress to families and other stakeholders. Special education staff will continue to have additional screening tools, beyond the classroom teacher measures.

Goal 1: We remain committed to implementing a strong and effective Multi Tiered System of Support (MTSS) framework to ensure every student receives the support they need to succeed. In the coming two years we will focus on identifying and addressing potential reading concerns for students in grades K-2. We will continue to use universal screeners to identify students at risk, conducting reading screenings on a regular basis.

# Reflections: Technical Assistance

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

NA

# 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.

NA

### *Support for Identified Schools*

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

NA

### *Monitoring and Evaluating Effectiveness*

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

NA

# 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 |
| --- | --- |
| Parents, Caregivers, and Students | During monthly Circle of Trustees (CoT) meetings, beginning in February 2026, the LCAP elements were reviewed and discussed at these regularly scheduled public meetings. Information was sent to parents via Parent Square for their review, and parents also were encouraged to attend the meetings. Parent feedback is received on an ongoing basis, through both formal and informal means. Formal surveys guided our three-year plan, in the spring of 2024. Informal conversations offered feedback about what was and wasn't working for a parent's individual child. Teachers Council meets weekly throughout the school year to reflect on topics and determine next steps for students, with a focus on all aspects of social, emotional, and academic learning. Teachers discussed many of the elements that informed the LCAP throughout the year, and worked collaboratively to set goals. Parents are informed of goals and progress through weekly posts on Parent Square, short video clips from staff, and by attending meetings such as CoT and Parent Alliance.<br><br>The DEI Alliance spent time in the spring of 2024 analyzing parent/caregiver feedback and developing a three-year strategic plan. The strategic plan represents a comprehensive roadmap designed to guide our school community through the subsequent three years in advancing inclusivity, understanding, and respect among all members. This plan is built upon key principles drawn from established Social Justice Standards, Anti Bias and Anti Racist |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | (ABAR) practices, and insights from global educational frameworks such as Model United Nations (MUN). It also incorporates strategies to ensure safe and supportive environments for every student and staff member. In developing this plan, we have sought to build on the existing efforts and progress our school has already made in fostering a diverse and vibrant community. Our goal is to not only continue these efforts, but to expand them, creating a school culture where every individual feels valued, heard, and empowered to achieve their fullest potential.<br><br>The DEI Alliance members provided feedback and influenced the outcome of the LCAP by supporting ongoing changes toward Inclusion, Equity, Diversity, and Access, while also prioritizing one-year and three-year goals for DEI education. The DEI strategic plan influenced the final one-year and three-year actions in the LCAP for goal #3.<br><br>Students in grades 5 and 6 are surveyed via the Student Satisfaction Survey. |
| Teachers | Teachers Council provided a great deal of information toward the LCAP and future planning, including a desire to continue to improve assessment systems, specifically calibrating benchmark assessments across grades and individual classrooms in English Language Arts, and using the benchmark assessment data to inform instruction and reporting to families. Teachers reviewed the narrative report template in efforts to assist parents with better understanding of where their students are in relation to benchmarks from the Common Core State Standards (CCSS).<br><br>Additionally, Teachers Council wants to continue to cultivate and support strong personal and cultural identities in each student within a supportive environment. |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| Administrative Team, Other School Personnel | Regular meetings to discuss budget, student needs, parent and caregiver feedback, and staff feedback<br>Open door policy for communication with the Director of Education, Director of Operations, Chief Business officer. |

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

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.
Teachers Council provided a great deal of information toward the LCAP and future planning, including a desire to continue to improve assessment systems, specifically calibrating benchmark assessments across grades and individual classrooms in English Language Arts, and using the benchmark assessment data to inform instruction and reporting to families. Teachers responded to the updated narrative report template in efforts to assist parents with better understanding of where their students are in relation to benchmarks from the Common Core State Standards (CCSS).

Additionally, Teachers Council wants to continue to cultivate and support strong personal and cultural identities in each student within a supportive environment.

The DEI Alliance members provided feedback and influenced the outcome of the LCAP by supporting ongoing changes toward Inclusion, Equity, Diversity, and Access, while also prioritizing one-year and three-year goals for DEI education. The DEI strategic plan influenced the final one-year and three-year actions in the LCAP for goal #3.

Seeking input in decision-making:
Through electronic surveys and feedback forms, as well as in conversations and phone calls, parental input is gathered and used to inform activities and decisions. Weekly newsletters on topics of importance for parents, such as child development, conflict resolution, culturally responsive teaching, and more are sent to parents from the classroom teachers as well as from the Director of Education. Parent input from these activities informed the LCAP drafting process.

Another opportunity for parent or community feedback was during the Circle of Trustees Public Hearing on the LCAP in May. Follow-up discussions around goal topics occurred in ad hoc meetings and small group discussions.

Parents of Unduplicated Students: Parents of Unduplicated Students were included in planning and programming. Their input was gathered in more informal ways, such as one-on-one conversations, noting concerns and issues when they arise, and documenting elements that work well for families. We will conduct focus groups for Spanish speaking families in the coming year, in order to get additional information.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | Santa Barbara Charter School will deliver a rigorous, standards-aligned curriculum supported by appropriate material resources and highly qualified staff committed to continuous improvement. | Maintenance of Progress Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Local data indicates a need for all teachers K-2 (Classroom Based) and K-6 (HomeBased Partnership) to continue refining the use of our common reading screener, so this will help teachers in both programs (CB and HBP) calibrate and discuss student progress. This will improve our ability to report student reading progress to families and other stakeholders.

We remain committed to implementing a strong and effective Multi Tiered System of Support (MTSS) framework to ensure every student receives the support they need to succeed. In the coming three years we will focus on identifying and addressing potential dyslexia concerns for students in grades K-2. We have and will continue to update universal screeners to identify students at risk, conducting reading screenings at the start of the year and whenever concerns arise.

Maintain Science Standards Implementation: articulate and implement grade level NGSS standards annually.

School facilities in good repair; sufficiency of instructional materials; appropriately assigned and fully credentialed teachers; access to a broad course of study

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | Local indicators: walkthroughs, observation, benchmark testing | Universal screening for grades 1 and 2 annually | Universal screening for grades 1 and 2 annually is on schedule. New Benchmark | Universal screening for grades 1 and 2 annually is on schedule. | All classroom-based teachers Calibrate benchmark reading (K-2) and writing (3-6) | 100% of K-2 teachers have calibrated reading benchmark assessments and 0% of grade 3-6 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | reading screening tool will be implemented in the fall. | Universal screening for Kindergarten was fully implemented by completing the Reading Difficulties Risk Screener. | assessments to inform instruction and reports to families<br>All HBP teachers calibrate benchmark testing in reading K-6 to inform instruction and reports to families | teachers have calibrated writing assessments. |
| 1.2 | Local indicators: walkthroughs, observation, benchmark testing | 50% of K-2 teachers have calibrated reading benchmark assessments and 25% of grade 3-6 teachers have calibrated writing assessments. | All classroom-based teachers Calibrate benchmark reading (K-2) and we have not started calibrating writing assessments yet. Benchmark reading screening tool will change next year. | All classroom-based teachers Calibrate benchmark reading (K-2) and we have not started calibrating writing assessments yet. Benchmark reading screening tool approximately 80% implemented, K-8. | Implement annual dyslexia screener K-2 | No difference from baseline. |
| 1.3 | SARC data: Sufficiency of instructional materials; School facilities in good repair; sufficiency of instructional materials; appropriately assigned and fully credentialed teachers; access to a broad course of study | 100% met: Sufficiency of instructional materials; School facilities in good repair; sufficiency of instructional materials; appropriately assigned and fully credentialed teachers; access to a broad course of study | 100% met | 100% met | 100% met: Sufficiency of instructional materials; School facilities in good repair; sufficiency of instructional materials; appropriately assigned and fully credentialed | 100% met |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | teachers; access to a broad course of study | |
| 1.4 | Local indicators: walkthroughs, observation, | 100% of classroom teachers can articulate and implement grade level NGSS standards. | 100% of classroom teachers can articulate and implement grade level NGSS standards. | 100% of classroom teachers can articulate and implement grade level NGSS standards. | Maintain Science Standards Implementation: articulate and implement grade level NGSS standards annually. | 100% met |

# 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.

This goal area was established to provide support for the implementation of the Reading Difficulties Risk Screener, mandated by the state of California.
Now that the RDRS was implemented, we need to see the RDRS process through its next cycle: collaborating with teachers to analyze the data, setting meaningful goals for individual students, and translating screening results into instructional action in the classroom. Parent communication around screener results as an important next step, with a goal of establishing a parent meeting process before scores are sent home, ideally beginning next year.

We remain committed to implementing a strong and effective Multi Tiered System of Support (MTSS) framework to ensure every student receives the support they need to succeed.

Maintain Science Standards Implementation: articulate and implement grade level NGSS standards annually. This is a maintenance goal, as we may not have our science specialist forever, and if classroom teachers take the academic load of teaching science, we want the strong implementation to continue.

School facilities in good repair; sufficiency of instructional materials; appropriately assigned and fully credentialed teachers; access to a broad course of study

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

The budget for teachers was quite close to estimated actuals. Staffing is consistent.
We rearranged the category for our administrators, taking them out of the "certificated staff" category in our internal documents. No significant change in spending or services, only an accounting change reflected here.

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

All actions were effective toward this goal area.

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.

Actions will shift toward collaborating with teachers to analyze the data, setting meaningful goals for individual students, and translating screening results into instructional action in the classroom.

**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** | Reading assessment | Calibrate benchmark reading (TK-8) assessments to inform instruction and reports to families using new RDRS tool | $1,885,036.00 | No |
| **1.2** | Writing assessment calibration | Calibrate benchmark writing (grades 3-6) assessments to inform instruction and reports to families | | No |
| **1.3** | science instruction | Maintain Science Standards Implementation: articulate and implement grade level NGSS standards annually. | $24,121.00 | No |
| **1.4** | Annual dyslexia screener K-2 | Annual Reading Difficulties Risk Screener K-2 -- implement  year two of state-mandated annual RDRS | $8,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
| --- | --- | --- | --- | --- |
| **1.5** | Sufficiency of instructional materials; facilities | Sufficiency of instructional materials;<br>School facilities in good repair; sufficiency of instructional materials; appropriately assigned and fully credentialed teachers; access to a broad course of study | $450,103.00 | No |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | All students will be actively engaged, encouraged, and supported in high-quality purposeful learning to achieve at least a full year of developmentally appropriate academic and social progress. | Broad Goal |

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The 2025 California School Dashboard reflects continued gaps between “all students” and our Hispanic/Latino and socioeconomically disadvantaged (SED) subgroups in both English Language Arts and Math. At the same time, the CDE’s 2025 Student Growth Model data, which tracks the share of individually matched students whose performance level improved from the prior year, shows encouraging momentum across nearly every subgroup at SBCS, in both ELA and math. Closing these gaps remains the central focus of Goal 2 below. Schoolwide, 77.5% of matched students improved their ELA performance level year-over-year, and 67.4% improved in math, both placing All Students in the Green growth category. Growth was broad-based across subgroups, though the size of gains varied

Hispanic/Latino students improved at the same rate in ELA and math (60.0% each), placing the subgroup in the Yellow growth category for ELA and Orange for math, a meaningful share of students moving up a performance level, but a smaller share than the schoolwide average, consistent with the persistent achievement gap reflected on the Status side of the Dashboard. Socioeconomically disadvantaged students showed similar patterns: 68.2% improved in ELA (Yellow) versus 54.5% in math (Orange), the lowest math growth rate among the subgroups with reportable data.

Students with Disabilities posted strong, consistent growth: 72.4% improved in ELA and 62.1% in math, both in the Yellow-to-Green range. White students led all subgroups with 84.3% improving in ELA (Green) and 70.6% in math (Yellow). English Only students, SBCS’s largest demographic group, improved at 77.9% in ELA and 66.2% in math, closely tracking the all-students average. Several smaller subgroups (English Learners, Asian, multiracial, and others) had fewer than 11 matched students and are not separately reportable under state privacy thresholds.

Taken together, this growth data shows that the large majority of SBCS students in every reportable subgroup are moving in the right direction year-over-year, even where overall Status levels and gaps between subgroups remain a concern. The relative softness in math growth for the Hispanic and SED subgroups, both at or below 60%, points to where MTSS and curriculum-specialist support under Goal 2 should be most tightly targeted going into Year 3.

Needs:

Continue to implement MTSS for academic, behavioral, and social supports for all SBCS students--100% of the students with academic, social, or emotional needs will be identified and supported through the Student Study Team process.

More tightly target math growth for the Hispanic and SED subgroups.

For our Students With Disabilities (SWD) we will continue to analyze individual student needs and supports to see if there is anything we can do to support their academic progress.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | Local indicators<br>Academic indicator: Statewide Assessments CAASPP data<br>School attendance rates<br>Chronic absenteeism rates<br><br>Other pupil outcomes in Broad Course of Study<br>Local indicators: Observation and benchmark testing for math<br>Local indicators: Annual benchmark reading screening timeline for K-3<br>Other pupil outcome data | School-wide, 60 percent of students met or exceeded standards in ELA and 51 percent met or exceeded standards in Math. Approximately 14 percent did not meet standards in ELA and 23 percent did not meet standards in Math. | Year over year scores mostly declined for SBCS students from Spring 2023 to Spring 2024. Students with disabilities is a true highlight, with student scores increasing 10 points in ELA and 32 points in math. Due to our small school size (and even smaller numbers of students in the various subgroups) we can see wide volatility in scores when comparing year over year. (See other section | Overall ELA: 2024 students Met or Exceeded Standard was 51.37%; in 2025, students who met or exceeded was 59.09%, which is +7.7 pts<br><br>Dashboard color green<br><br>Overall Math: Students who Met or Exceeded Standard was 43.84%<br>In 2025, students who met or exceeded was 46.21% which is +2.4 pts | Maintain “all students” in green or blue on Dashboard for math and ELA<br><br>At least 50% of students will maintain or increase mean scaled scores, year-to-year on CAASPP in math and ELA. | In the overall Santa Barbara Charter test results for 2024, 51.37% of students met or exceeded the state standard in English, while 48.63% did not, a decrease of -8.5% from 2023. In math, 43.84% of students met or exceeded the state standard, with 56.16% not meeting it: a decrease of -7.46% from 2023. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | to view cohorts of students and their data.) Wide volatility is somewhat expected in a small sample size such as ours. We are heartened to see that our scores are higher than the district and the state. Based on the state criteria for charter renewal, our test scores meet the threshold for “high performing” charter schools. | Dashboard color yellow | | |
| 2.2 | Local indicators: Observation and benchmark testing for math<br><br>Local indicators: Annual benchmark reading screening timeline for K-3<br>Other pupil outcome data (pre/post data)<br><br>School attendance rates<br>Chronic absenteeism rates | 100% of the students in level 2 and level 3 academic RTI were given pre and post tests at least 3 times per year with the intervention specialist. Universal screening in reading was administered to 100% of our 1st and 2nd grade students. | 100% of the students in level 2 and level 3 academic RTI were given pre and post tests at least 3 times per year with the intervention specialist. Universal screening in reading was administered to 100% | 100% of the students in level 2 and level 3 academic RTI were given pre and post tests at least 3 times per year with the intervention specialist. Universal screening in reading was administered to 100% | Continue to implement a Multi-Tiered System of Support (MTSS) for academic, behavioral, and social support for all SBCS students. Have 100% of the students with academic, social, or emotional needs identified and supported through the Student Study Team process. | No difference, continue with maintaining academic RTI systems |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | of our 1st and 2nd grade students. | of our Kinder, 1st and 2nd grade students. | | |
| 2.3 | Academic Indicator, Statewide assessments and observation<br>Local data | Academic indicators: CAASPP scores ELA, Math, Science<br>ELPAC test scores; ELPI<br>Reclassification rates for English Learners | Goal 2: Our Hispanic student subgroup is “orange” in ELA with ELA CAASPP scores that are 14.2 points below standard, while our “all students” group is 20.3 points above standard. Therefore, our goal is to reduce the gap. The current gap is 34 points in ELA. Our goal is to reduce the gap by 15% each year. Our target (2023 scores) is to reduce the gap by approximately 5 points per year. Looking at the test score data comparing spring 2023 to spring 2024, we see our Hispanic student subgroup is still “orange” in ELA with ELA CAASPP scores that are | Hispanic/Latino students improved at the same rate in ELA and math (60.0% each), placing the subgroup in the Yellow growth category for ELA and Orange for math, a meaningful share of students moving up a performance level, but a smaller share than the schoolwide average, consistent with the persistent achievement gap reflected on the Status side of the Dashboard.<br><br>Socioeconomically disadvantaged students showed similar patterns: 68.2% improved in ELA (Yellow) versus 54.5% in math (Orange), the lowest math | Close the gap between "all students" and each of these three critical subgroups of students by at least 15% on CAASPP scores in ELA and 10% in math, compared to prior year. | Our gap is 13.5 points, which was reduced by 20.5 points. As previewed, the gap reduction was largely accomplished in the context of reduced scores in most subgroups. Our goal moving forward will be to continue reducing the performance gap in an environment of overall improving scores. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | 19.9 points below standard, while our "all students" group is 6.4 points above standard. Our gap is 13.5 points, which was reduced by 20.5 points. As previewed above, the gap reduction was largely accomplished in the context of reduced scores in all subgroups – with the notable exception of special education. Our goal moving forward will be to continue reducing the performance gap in an environment of overall improving scores. | growth rate among the subgroups with reportable data.<br><br>Students with Disabilities posted strong, consistent growth: 72.4% improved in ELA and 62.1% in math, both in the Yellow-to-Green range. | | |
| 2.4 | English Learner Progress Indicator<br>ELPAC reclassification rate<br>% of EL's who progress in English proficiency<br><br>Local data:<br>DIBELS8 | Small sample size:<br>2023-24<br>100% of eligible students were Reclassified to RFEP. | 100% of eligible students were Reclassified to RFEP.<br>ELL students making progress toward English Proficiency | Small sample size;<br>100% of eligible students were Reclassified to RFEP.<br><br>ELL students making progress toward English Proficiency | At least 60% of all ELL students will meet criteria of making progress toward English Proficiency annually. At least 20% of the EMLs in grades 4-6 will | 100% of eligible students were Reclassified to RFEP.<br>ELL students making progress toward English Proficiency |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | be reclassified annually. | |

# 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.

Several teachers leading combination classrooms built strong partnerships with their grade-level colleagues this year through consistent co-planning and team-teaching. These partnerships led to effective split small group instructional blocks, particularly in math, supported by specialists, and thoughtful adaptations to phonics and literacy instruction to meet students at different developmental stages within the same classroom.

Teachers made meaningful, evidence-based adjustments across subjects this year. In math, several restructured instruction using more guided, scaffolded approaches and daily fluency routines, leading to measurable gains for students who had been struggling. In writing, multiple classrooms adopted the Mystery Writing program, paired with practices such as one-on-one writing conferences, to strengthen students' skills and engagement. In science, teachers brought rich, hands-on units to life, including an engineering and environmental science unit on flood control featuring a guest speaker, and a revived unit that brought renewed energy to the curriculum.

This was a year marked by inclusive, individualized support. Teachers worked closely with special education staff, classroom aides, and specialists to ensure all students had meaningful access to learning. Several navigated significant individual student needs, including physical, behavioral, social, and emotional challenges, with patience, professionalism, and steady advocacy, and saw real growth as a result.

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.

Minimal differences in spending.

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

CAASPP growth: Hispanic/Latino students improved at the same rate in ELA and math (60.0% each), placing the subgroup in the Yellow growth category for ELA and Orange for math, a meaningful share of students moving up a performance level, but a smaller share than the schoolwide average, consistent with the persistent achievement gap reflected on the Status side of the Dashboard. Socioeconomically

disadvantaged students showed similar patterns: 68.2% improved in ELA (Yellow) versus 54.5% in math (Orange), the lowest math growth rate among the subgroups with reportable data.

Students with Disabilities posted strong, consistent growth: 72.4% improved in ELA and 62.1% in math, both in the Yellow-to-Green range. White students led all subgroups with 84.3% improving in ELA (Green) and 70.6% in math (Yellow). English Only students, SBCS's largest demographic group, improved at 77.9% in ELA and 66.2% in math, closely tracking the all-students average. Several smaller subgroups (English Learners, Asian, multiracial, and others) had fewer than 11 matched students and are not separately reportable under state privacy thresholds.

Taken together, this growth data shows that the large majority of SBCS students in every reportable subgroup are moving in the right direction year-over-year, even where overall Status levels and gaps between subgroups remain a concern. The relative softness in math growth for the Hispanic and SED subgroups, both at or below 60%, points to where MTSS and curriculum-specialist support under Goal 2 should be most tightly targeted going into Year 3.

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.

Growth scores are a better metric for our small sample/student size:
The CDE's 2025 Student Growth Model data, which tracks the share of individually matched students whose performance level improved from the prior year, shows encouraging momentum across nearly every subgroup at SBCS, in both ELA and math. Closing these gaps remains the central focus of Goal 2.
Schoolwide, 77.5% of matched students improved their ELA performance level year-over-year, and 67.4% improved in math, both placing All Students in the Green growth category. Growth was broad-based across subgroups, though the size of gains varied.

**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** | Hispanic SED CAASPP ELA | Growth data shows that the large majority of SBCS students in every reportable subgroup are moving in the right direction year-over-year, even | $169,983.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | where overall Status levels and gaps between subgroups remain a concern.<br><br>Hispanic/Latino<br>ELA percent improved CAASPP Scores: 60.0% (yellow)<br>Math percent improved CAASPP Scores: 60.0% (orange)<br><br>Socioeconomically Disadvantaged<br>ELA percent improved CAASPP Scores: 68.2%  (yellow)<br>Math percent improved CAASPP Scores: 54.5% (orange)<br><br>Our goal is to reduce the gap by 15% each year.<br><br>Reading/MTSS Specialist to serve students. | | |
| **2.2** | Hispanic SED CAASPP Math | Growth data shows that the large majority of SBCS students in every reportable subgroup are moving in the right direction year-over-year, even where overall Status levels and gaps between subgroups remain a concern.<br><br>Hispanic/Latino<br>ELA percent improved CAASPP Scores: 60.0% (yellow)<br>Math percent improved CAASPP Scores: 60.0% (orange)<br><br>Socioeconomically Disadvantaged<br>ELA percent improved CAASPP Scores: 68.2%  (yellow)<br>Math percent improved CAASPP Scores: 54.5% (orange)<br><br>The relative softness in math growth for the Hispanic and SED subgroups, both at or below 60%, points to where MTSS and curriculum-specialist support under Goal 2 should be most tightly targeted going into Year 3.<br><br>Our goal is to reduce the gap by 10% each year.<br>Math Specialist to serve students. | $62,693.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **2.3** | ALL students CAASPP | Maintain “all students” in green or blue on Dashboard for math and ELA<br>At least 50% of students will maintain or increase mean scaled scores, year-to-year on CAASPP in math and ELA.<br>Classroom aides. Math curriculum consumables. Functional Phonics and Morphology consumables<br><br>2025 Schoolwide, 77.5% of matched students improved their ELA performance level year-over-year, and 67.4% improved in math, both placing All Students in the Green growth category. | $293,396.00 | No |
| **2.4** | MTSS | Continue to implement a Multi-Tiered System of Support (MTSS) for academic, behavioral, and social support for all SBCS students. Have 100% of the students with academic, social, or emotional needs identified and supported through the Student Study Team process. | $30,242.00 | Yes |
| **2.5** | English Learners | At least 60% of all ELL students will meet criteria of making progress toward English Proficiency annually. At least 20% of the EMLs in grades 4-6 will be reclassified annually. | $500.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | Santa Barbara Charter School will be a leading model of diversity, equity, and inclusion, where every student feels safe, valued, and empowered. We are dedicated to nurturing a community that embraces social justice and advocates for positive change, both locally and globally. | Focus Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Diversity, Equity, and Inclusion:  In 2025, we developed and adopted a protocol for responding to racist incidents at school.  Training of staff started, and is ongoing. Our school aims to be a leading model of diversity, equity, and inclusion, where every student feels safe, valued, and empowered. We are dedicated to nurturing a community that embraces social justice and advocates for positive change, both locally and globally. This work will continue.

The Diversity, Equity, and Inclusion Alliance spent time in spring of 2024 analyzing parent/caregiver feedback and developing a three-year strategic plan.  The strategic plan represents a comprehensive roadmap designed to guide our school community through the next three years in advancing inclusivity, understanding, and respect among all members. This plan is built upon key principles drawn from established Social Justice Standards, Anti Bias and Anti Racist (ABAR) practices, and insights from global educational frameworks such as Model United Nations (MUN). It also incorporates strategies to ensure safe and supportive environments for every student and staff member. In developing this plan, we have sought to build on the existing efforts and progress our school has already made in fostering a diverse and vibrant community. Our goal is to not only continue these efforts, but to expand them, creating a school culture where every individual feels valued, heard, and empowered to achieve their fullest potential.

Chronic absenteeism — missing 10% or more of school days for any reason — has emerged as the school's most pressing attendance challenge. In the 2025 Dashboard, the overall Chronic Absenteeism indicator was rated Red for All Students, a decline from 2024. Hispanic/Latino, White, and socioeconomically disadvantaged student groups were also identified at the Red level, while Students with Disabilities were identified in the Orange range. This represents a worsening trend compared to 2024, when chronic absenteeism data had been improving as COVID-era quarantine protocols (lifted in January 2024) receded.
The school's One-Year Action Plan to address this includes regular parent communication, collecting doctors' forms for students with chronic illness, and arranging independent study for extended absences. The target is to return to pre-pandemic levels, under 10% chronic absenteeism across all subgroups, by the end of Year 3, with the SWD subgroup already performing comparatively well at 8.5%.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | Local Indicator: write-in surveys, focus groups, interviews, observation.<br>Teacher surveys.<br>Parent and family engagement: rate of participation in school events.<br><br>Parent input in making decisions and promoting participation in programs for high needs pupils and individuals with exceptional needs<br><br>Local data: pre-test and post-test data; surveys; interviews with parents, interviews with teachers | Parent and family engagement: rate of participation in school events.<br>98% of families participate in student/parent/teacher conferences 2 times a year<br><br>Parent input in making decisions (classroom-based):<br>103 Total annual survey responses; 63 completed surveys<br>Possible of 480 survey participants (240 children with 2 parents each)<br><br>Educators understand the need to collaborate with families. | Parent and family engagement: rate of participation in school events.<br>98% of families participate in student/parent/teacher conferences 2 times a year<br><br>Parent input in making decisions (classroom-based): 90 Total responses (103 in 2024); 65 completed surveys (63 completed in 2024) | Parent and family engagement: rate of participation in school events.<br>90% of families participate in student/parent/teacher conferences 2 times a year | Educators will understand the assets and challenges among families in their school community.<br><br>Building the capacity of educators to work in partnership with parents/families<br><br>There will be an intentional and systemic partnership of educators, families, and community members.<br><br>Implement at least one mutually-agreed upon (by stakeholders) practice annually. | consistent engagement rates |
| 3.2 | Local data: assessment data; surveys; interviews with parents, interviews with teachers | Teachers provide opportunities for students to share personal and cultural | Continue developing the social justice curriculum. | Continue developing the social justice curriculum. | Cultivate and support strong personal and cultural identities in | Moving forward with developing curriculum and caregiver |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | identities in the classroom. | Design "scripts" that teachers can use to address incidents of bias in the classroom. Direct teaching to grade 6 about interrupting bias and hate speech.<br><br>Teachers continue to provide opportunities for students to share personal and cultural identities in the classroom. | Teachers continue to provide opportunities for students to share personal and cultural identities in the classroom. | each student within a supportive environment. Have a written plan that can be used to inform and guide new hires.<br><br>Continue developing the social justice curriculum. Have a written plan that can be used to inform and guide new hires.<br><br>TK-8: Educate students on the concepts of ally, advocate, and bystander.<br><br>All school community members (educators, students and parents) will regularly engage in learning opportunities about DEI topics to foster an environment of continuous growth and adaptation. | information/education on the topics. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.3 | Local: Observation | Website maintained bilingually in English and Spanish. Certified staff interpreter present at meetings and during the school day. | Website maintained bilingually in English and Spanish. Staff interpreter available during the school day. | Website maintained bilingually in English and Spanish. Staff interpreter available during the school day. | Website maintained bilingually in English and Spanish. Certified staff interpreter present at meetings and during the school day. | We do not have a certified interpreter, but the new office manager is bilingual and biliterate and can support caregivers who speak, read, or write in Spanish. |
| 3.4 | Chronic Absenteeism data | Our data shows “orange” or “yellow” across all significant subgroups for Chronic Absenteeism (all, white, hispanic, two or more races, socioeconomically disadvantaged students, and Students With Disabilities.) | Our chronic absenteeism data is now yellow or green, with percentages improving across the board. Overall absenteeism is 11.3% for all students.<br><br>We address chronic absenteeism by communicating regularly with parents, gathering doctors’ forms for anyone with a chronic illness, and working to arrange independent study work for children who have extended absences. | Chronic absenteeism has emerged as the school’s most pressing attendance challenge. In the 2025 Dashboard, the overall Chronic Absenteeism indicator was rated Red for All Students, a decline from 2024. Hispanic/Latino, White, and socioeconomically disadvantaged student groups were also identified at the Red level, while Students with Disabilities were identified in the Orange range. This represents a | Chronic absenteeism will decline annually with a three-year under 10%. | on track toward three- year outcome |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | For our Students With Disabilities (SWD) we will continue to analyze individual student needs and supports to see if there is anything we can do to reduce the number of chronically absent students. Our chronic absenteeism data for students with disabilities is “green” at only 8.5%. | worsening trend compared to 2024. | | |

# Goal Analysis [2025-26]

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

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

We are pleased to see consistent engagement rates for parent participation and attendance. We will continue efforts toward building the capacity of educators to work in partnership with parents/families.

Teachers at SBCS have worked systematically this year to reduce incidents of racist and biased language. We are moving forward with developing curriculum and caregiver information/education on the topics related to diversity, equity, and inclusion. We will expand our efforts in the coming year. Student survey data (5th and 6th graders) shows promising results. The data on students who self-report being teased about their body size, race, or gender have diminished, which is a great indicator that the work of the teachers and families is making an impact on student behavior. Fifth and sixth grade students report that teachers and other grown-ups make it clear that bullying is not allowed.

Our chronic absenteeism data is now yellow or green, with percentages improving across the board. Overall absenteeism is 11.3% for all students.

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.

Minimal shifts, no large differences between budgeted expenditures and estimated actuals.

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

Parent participation and engagement remains high. When parents were surveyed about events, they highlighted the Science Festival, Back to School BBQ, and Move a Thon as event highlights.

Direct teaching to grade 6 about interrupting bias and hate speech proved effective, as seen in day-to-day interactions, as well as through the student survey data (local indicators.)
Designed "scripts" that teachers can use to address incidents of bias in the classroom were written and used. Incidents of racial bias or discrimination were addressed and shared with families.

Our website maintained bilingually in English and Spanish, and our new office manager is bilingual and biliterate, and can support caregivers who speak, read, or write in Spanish.

Pivoting to reduce chronic absenteeism:
Chronic absenteeism — missing 10% or more of school days for any reason — has emerged as the school's most pressing attendance challenge. In the 2025 Dashboard, the overall Chronic Absenteeism indicator was rated Red for All Students, a decline from 2024. Hispanic/Latino, White, and socioeconomically disadvantaged student groups were also identified at the Red level, while Students with Disabilities were identified in the Orange range. This represents a worsening trend compared to 2024, when chronic absenteeism data had been improving as COVID-era quarantine protocols (lifted in January 2024) receded.

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.

We will expand our DEI planning to include ongoing parent newsletter/information to caregivers.
All school community members (educators, students and parents) will regularly engage in learning opportunities about DEI topics to foster an environment of continuous growth and adaptation.

The school's One-Year Action Plan to address this includes regular parent communication, collecting doctors' forms for students with chronic illness, and arranging independent study for extended absences. The target is to return to pre-pandemic levels, under 10% chronic absenteeism across all subgroups, by the end of Year 3, with the SWD subgroup already performing comparatively well at 8.5%.

**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** | All school community members (educators, students and parents) will regularly engage in learning opportunities about DEI topics to foster an environment of continuous growth and adaptation. | Hire Little Justice Leaders consultant.<br><br>Continue:<br>TK-8: Educate students on the concepts of ally, advocate, and bystander.<br>3-4: Teach how to recognize and intervene in discriminatory behavior.<br>5-6: Continue to reinforce teachings to recognize and intervene in discriminatory behavior.<br>Cultivate and support strong personal and cultural identities in each student within a supportive environment. Have a written plan that can be used to inform and guide new hires. | $4,999.00 | Yes |
| **3.2** | Building the capacity of educators to do work in partnership with parents/families | Continue developing an intentional and systemic partnership of educators, families, and community members. | $266,000.00 | No |
| **3.3** | Website maintained bilingually in English and Spanish. Certified staff interpreter present at meetings and during the school day. | Website maintained bilingually in English and Spanish. Certified staff interpreter present at meetings and during the school day. | $12,500.00 | No |

# 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 |
|---|---|
| $192520 | $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 |
|---|---|---|---|
| 5.733% | 5.662% | $154,483.00 | 11.395% |

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

## Required Descriptions

### *LEA-wide and Schoolwide Actions*

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

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **1.3** | **Action:**<br>science instruction<br><br>**Need:**<br>Small group science teaching and intentional group design<br><br>**Scope:** | Adding science teacher and science specialist to science lessons allows the educators to target the high-needs students and support their learning more directly. | Walk throughs, student self-assessments, fifth grade science CAST scores |

| 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 |
|---|---|---|---|
| **2.1** | **Action:**<br>Hispanic SED CAASPP ELA<br><br>**Need:**<br>Based on individual student data analysis, individualized action plans are designed. We use CAASPP data, observation data, benchmark testing, and/or other classroom-based data.<br><br>Our goal is to reduce the gap by 15% each year.<br><br>**Scope:**<br>LEA-wide | Our goal is to raise the academic performance of students in these sub-groups by providing enrichment opportunities that build language and an experience base, and by providing tutorial support during school time. We can best meet individual student needs by developing/providing the supports that are specific for their individual strengths and weaknesses. | Local indicators:<br>Observation and benchmark testing for writing and reading<br><br>Local indicators:<br>Annual benchmark reading screening timeline for K-3<br><br>Other pupil outcome data:<br>DIBELS8<br><br>Metrics:<br>Academic indicators:<br>CAASPP scores ELA |
| **2.2** | **Action:**<br>Hispanic SED CAASPP Math<br><br>**Need:**<br>Based on individual student data analysis, individualized action plans are designed. We use CAASPP data, observation data, benchmark testing, and/or other classroom-based data.<br><br>Our goal is to reduce the gap by 10% each year. This is a target of reducing the gap by approximately 5 points per year.<br><br>**Scope:** | Our Hispanic students, as well as our High Needs students, need more direct support in the area of mathematics. While we will have a math consultant working with all the teachers to support all students (Lower Performing and High Needs) with a focus on best practices in mathematics, we also need a credentialed teacher to work directly with Response To Intervention students in small groups. | Local indicators:<br>Observation and benchmark testing for math<br><br>Local indicators:<br>Annual benchmark reading screening timeline for K-3<br><br>Metrics:<br>Academic indicators:<br>CAASPP scores Math |
| **2.4** | **Action:**<br>MTSS | Services for high-needs pupils: We plan to continue to provide targeted in school tutoring to reinforce standards-based instruction, especially in | Local indicators:<br>Observation and |

| 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:**<br>Continue to implement a Multi-Tiered System of Support (MTSS) for academic, behavioral, and social support for all SBCS students. Have 100% of the students with academic, social, or emotional needs identified and supported through the Student Study Team process.<br><br>**Scope:**<br>Schoolwide | mathematics and ELA. In addition, after examining data, we will continue to refine classroom-based strategies that promote performance equity.<br><br>Services are increased qualitatively by hiring a certificated intervention teacher to provide mathematics support in the classrooms. We are funding an MTSS teacher for the 2024-25 school year, as the early intervention reading program the previous year successfully served over 40 students. | benchmark testing for math, writing and reading<br><br>Local indicators:<br>Annual benchmark reading screening timeline for K-3<br><br>Metrics:<br>Academic indicators:<br>CAASPP scores |
| **2.5** | **Action:**<br>English Learners<br><br>**Need:**<br>At least 60% of all ELL students will meet criteria of making progress toward English Proficiency annually. At least 20% of the EMLs in grades 4-6 will be reclassified annually.<br><br>Based on individual student data analysis, individualized action plans are designed. We use ELPAC data, observation data, benchmark testing, and/or other classroom-based data.<br><br>**Scope:**<br>LEA-wide | We will continue to provide EL students with direct instruction in areas of identified weakness as assessed on teacher-created tests, the ADEPT test, ELPAC, and classroom-based performance. In addition, after examining data, we will continue to refine classroom-based strategies that promote performance equity. | Metrics:<br>ELPAC test scores; ELPI<br>Reclassification rates for English Learners<br><br>Other pupil outcome data:<br>DIBELS8 |
| **3.1** | **Action:**<br>All school community members (educators, students and parents) will regularly engage in learning opportunities about DEI topics to | Supporting students with differences, strengthening equity, inclusion, and access | Pre- and post- activity surveys, 5th and 6th grade school climate survey data |

| 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 |
|---|---|---|---|
| | foster an environment of continuous growth and adaptation.<br><br>**Need:**<br>Continue to educate students on diversity and differences, to reduce discrimination and build equity and inclusion<br><br>**Scope:**<br>LEA-wide | | |

### *Limited Actions*

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

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

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

NA

## 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.

NA

| 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 | NA | NA |
| Staff-to-student ratio of certificated staff providing direct services to students | NA | NA |

# 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 | $3357932 | 192520 | 5.733% | 5.662% | 11.395% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $3,185,453.00 | $12,121.00 | $4,999.00 | $0.00 | $3,207,573.00 | $2,722,471.00 | $485,102.00 |

| 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 | Reading assessment | All Students with Disabilities | No | | | All Schools | one year | $1,885,036.00 | $0.00 | $1,885,036.00 | | | | $1,885,036.00 | |
| 1 | 1.2 | Writing assessment calibration | All Students with Disabilities | No | | | All Schools | | | | | | | | | |
| 1 | 1.3 | science instruction | All | No | | | | | $24,121.00 | $0.00 | $12,000.00 | $12,121.00 | | | $24,121.00 | |
| 1 | 1.4 | Annual dyslexia screener K-2 | All Students with Disabilities | No | | | All Schools | | $0.00 | $8,000.00 | $8,000.00 | | | | $8,000.00 | |
| 1 | 1.5 | Sufficiency of instructional materials; facilities | All | No | | | All Schools | | $0.00 | $450,103.00 | $450,103.00 | | | | $450,103.00 | |
| 2 | 2.1 | Hispanic SED CAASPP ELA | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $169,983.00 | $0.00 | $169,983.00 | | | | $169,983.00 | |
| 2 | 2.2 | Hispanic SED CAASPP Math | All Students with Disabilities | No | | | All Schools | | $62,693.00 | $0.00 | $62,693.00 | | | | $62,693.00 | |
| 2 | 2.3 | ALL students CAASPP | All Students with Disabilities | No | | | All Schools | | $283,396.00 | $10,000.00 | $293,396.00 | | | | $293,396.00 | |
| 2 | 2.4 | MTSS | English Learners Foster Youth Low Income | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools | | $30,242.00 | $0.00 | $30,242.00 | | | | $30,242.00 | |
| 2 | 2.5 | English Learners | English Learners | Yes | LEA-wide | English Learners | All Schools | | $500.00 | $0.00 | $500.00 | | | | $500.00 | |
| 3 | 3.1 | All school community members (educators, students and parents) will regularly engage in learning opportunities about DEI | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | SBCS LCAP is aligned with the budget for a | $0.00 | $4,999.00 | | | $4,999.00 | | $4,999.00 | |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | topics to foster an environment of continuous growth and adaptation. | | | | | | one-year cycle | | | | | | | | |
| **3** | **3.2** | Building the capacity of educators to do work in partnership with parents/families | All | No | | | All Schools | | $266,000.00 | $0.00 | $266,000.00 | | | | $266,000.00 | |
| **3** | **3.3** | Website maintained bilingually in English and Spanish. Certified staff interpreter present at meetings and during the school day. | All | No | | | All Schools | | $500.00 | $12,000.00 | $12,500.00 | | | | $12,500.00 | |

# 2026-27 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| $3357932 | 192520 | 5.733% | 5.662% | 11.395% | $200,725.00 | 0.000% | 5.978 % | **Total:** | $200,725.00 |
| | | | | | | | | **LEA-wide Total:** | $170,483.00 |
| | | | | | | | | **Limited Total:** | $0.00 |
| | | | | | | | | **Schoolwide Total:** | $30,242.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| **2** | **2.1** | Hispanic SED CAASPP ELA | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $169,983.00 | |
| **2** | **2.2** | Hispanic SED CAASPP Math | | | | All Schools | $62,693.00 | |
| **2** | **2.4** | MTSS | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | All Schools | $30,242.00 | |
| **2** | **2.5** | English Learners | Yes | LEA-wide | English Learners | All Schools | $500.00 | |
| **3** | **3.1** | All school community members (educators, students and parents) will regularly engage in learning opportunities about DEI topics to foster an environment of continuous growth and adaptation. | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | | |

# 2025-26 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $3,237,635.00 | $2,983,900.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| **1** | **1.1** | Reading assessment | No | $2369546 | 1857036 |
| **1** | **1.2** | Writing assessment calibration | No | | |
| **1** | **1.3** | science instruction | Yes | $24,121.00 | 24121 |
| **1** | **1.4** | Annual dyslexia screener K-2 | No | $8,000.00 | 8000 |
| **1** | **1.5** | Sufficiency of instructional materials; facilities | No | $348,103.00 | 345,021 |
| **2** | **2.1** | Hispanic SED CAASPP ELA | Yes | $146324.00 | 145650 |
| **2** | **2.2** | Hispanic SED CAASPP Math | No | $43218.00 | 58438 |
| **2** | **2.3** | ALL students CAASPP | No | $235793.00 | 232083 |
| **2** | **2.4** | MTSS | No | $31530.00 | 34551 |
| **2** | **2.5** | English Learners | Yes | $500.00 | 500 |
| **3** | **3.1** | All school community members (educators, students and parents) | Yes | $5,000.00 | 5000 |

| 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) |
|---|---|---|---|---|---|
| | | will regularly engage in learning opportunities about DEI topics to foster an environment of continuous growth and adaptation. | | | |
| **3** | **3.2** | Building the capacity of educators to do work in partnership with parents/families | No | | 261,000 |
| **3** | **3.3** | Website maintained bilingually in English and Spanish. Certified staff interpreter present at meetings and during the school day. | No | $25,500.00 | 12500 |

# 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) |
|---|---|---|---|---|---|---|
| $154,483 | $163,824.00 | $0.00 | $163,824.00 | 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 | 1.3 | science instruction | Yes | $12,000.00 | | | |
| 2 | 2.1 | Hispanic SED CAASPP ELA | Yes | $146,324.00 | | | |
| 2 | 2.5 | English Learners | Yes | $500.00 | | | |
| 3 | 3.1 | All school community members (educators, students and parents) will regularly engage in learning opportunities about DEI topics to foster an environment of continuous growth and adaptation. | Yes | $5,000.00 | | | |

# 2025-26 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| 2,728403 | $154,483 | 0 | 5.662% | $0.00 | 0.000% | 0.000% | $154,483.00 | 5.662% |

# Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

# Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## *Purpose*

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

# Requirements and Instructions

**General Information**

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

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

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

**Reflections: Annual Performance**

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

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

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

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

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

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

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

**Reflections: Technical Assistance**

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

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

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

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

### Schools Identified

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

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

### Support for Identified Schools

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

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

### Monitoring and Evaluating Effectiveness

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

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

# Engaging Educational Partners

## *Purpose*

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

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

# Requirements

## *Requirements*

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

## *Instructions*

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

# Goals and Actions

## *Purpose*

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

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

## *Requirements and Instructions*

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

## Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

## Baseline

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

## Year 1 Outcome

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

## Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

## Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

## Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

## Required Actions

### For English Learners and Long-Term English Learners

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

### For Technical Assistance

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

### For Lowest Performing Dashboard Indicators

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

### For LEAs With Unexpended LREBG Funds

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

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

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

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

## *Purpose*

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

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

### Statutory Requirements

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

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

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

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

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

### LEA-wide and Schoolwide Actions

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

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

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

### For School Districts Only

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

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

## *Requirements and Instructions*

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

***Required Descriptions:***

**LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

## Metric(s) to Monitor Effectiveness

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

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

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

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

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

## Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

# Action Tables

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

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

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

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

## *Total Planned Expenditures Table*

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

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

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

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

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

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

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

## *Contributing Actions Table*

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

## *Annual Update Table*

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

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

## *Contributing Actions Annual Update Table*

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

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

## *LCFF Carryover Table*

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

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

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

## *Calculations in the Action Tables*

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

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

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

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

## LCFF Carryover Table

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

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

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

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

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

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