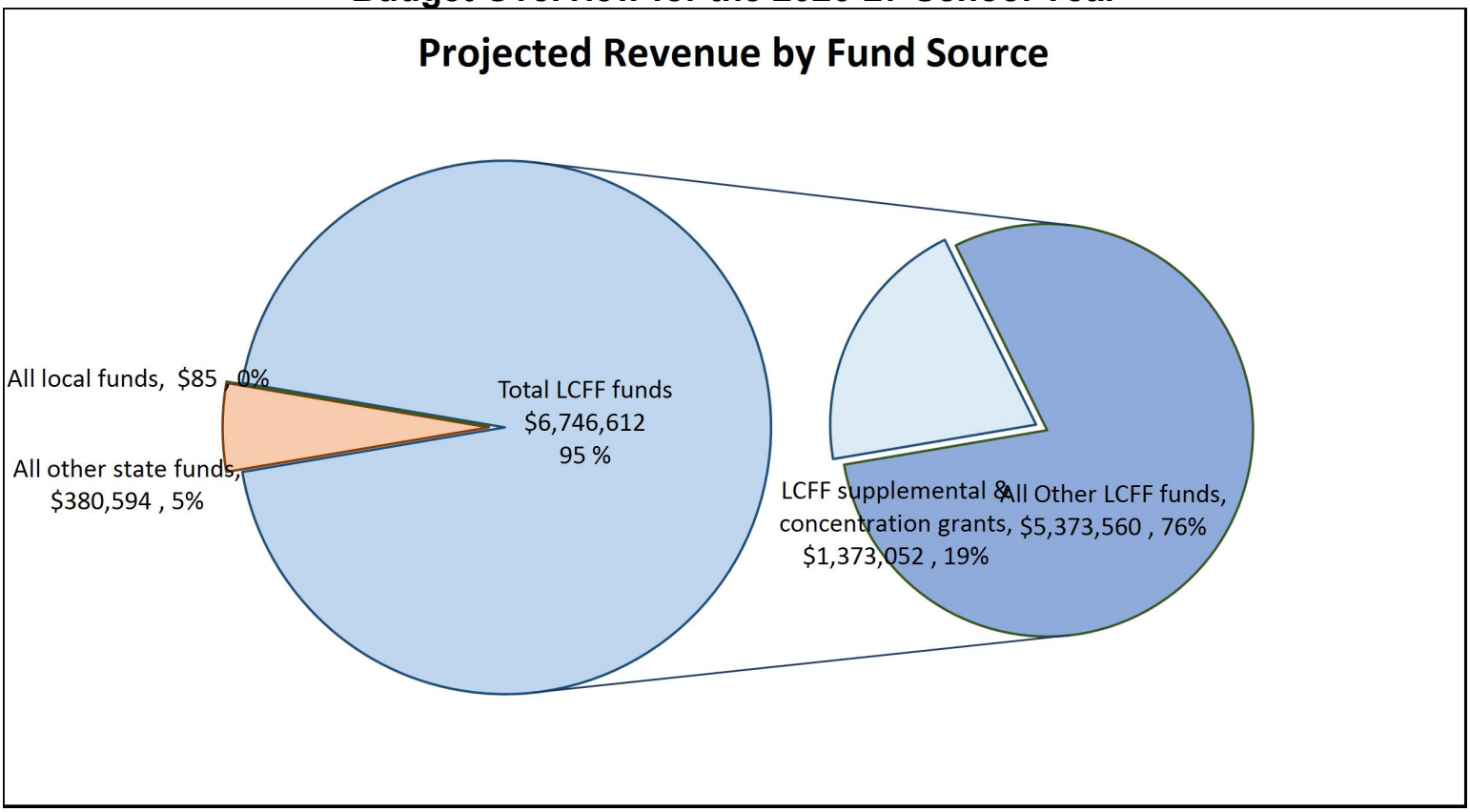
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Stockton Unified School District
CDS Code: 0119743
School Year: 2026-27
LEA contact information:
Kyle Dei Rossi
Principal
kdeirossi@stocktonusd.net
209-933-7370, ext. 1490

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 Stockton Unified School District 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 Stockton Unified School District is $7,127,291.00, of which $6,746,612.00 is Local Control Funding Formula (LCFF), $380,594.00 is other state funds, $85.00 is local funds, and $ is federal funds. Of the $6,746,612.00 in LCFF Funds, $1,373,052.00 is

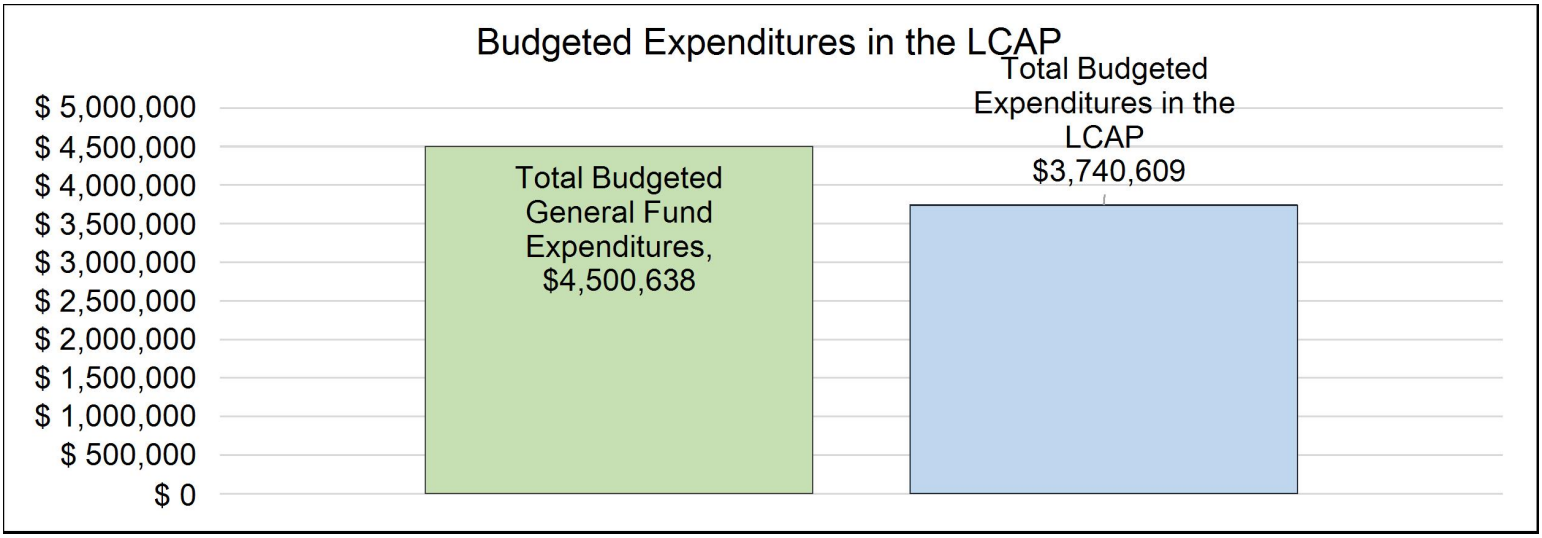
generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The charts in the Budget Overview for Parents are automatically generated based on your updates in the input form of the standalone template in DTS. There is no need to insert images.

Please contact DTS if you would like support with overlapping labels. Thank you!

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 Stockton Unified School District 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: Stockton Unified School District plans to spend $4,500,638.00 for the 2026-27 school year. Of that amount, $3,740,609.00 is tied to actions/services in the LCAP and $760,029.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

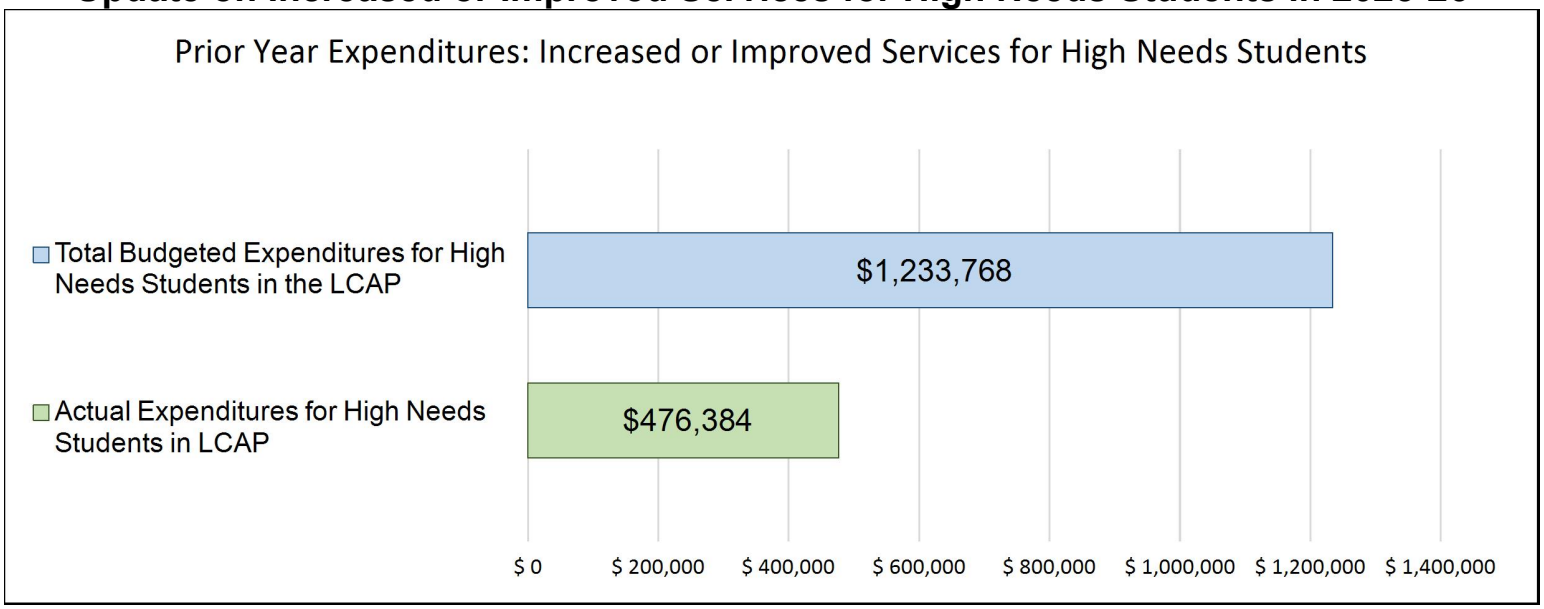
The general fund expenditures not included in the LCAP include school-wide expenses to support general education, clerical support staff, supplies, utilities, oversight fees, and other basic operational functions.

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

In 2026-27, Stockton Unified School District is projecting it will receive $1,373,052.00 based on the enrollment of foster youth, English learner, and low-income students. Stockton Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Stockton Unified School District plans to spend $1,373,052.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Stockton Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Stockton Unified School District 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, Stockton Unified School District's LCAP budgeted $1,233,768.00 for planned actions to increase or improve services for high needs students. Stockton Unified School District actually spent $476,383.52 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $757,384.48 had the following impact on Stockton Unified School District’s ability to increase or improve services for high needs students:

This did not impact actions and services. SECA was still able to complete all actions in the goals, and provided the services needed for student achievement. SECA did not have any staff cuts and were able to continue with a full staff including 2 Administrators, 2 Counselors, and a Mental Health Clinician. Students were provided with full services.

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
Stockton Unified School District	Kyle Dei Rossi Principal	kdeirossi@stocktonusd.net 209-933-7370, ext. 1490

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.

Stockton Early College Academy (SECA) has a diverse student population that is made up of:
Black or African American 2.4%
American Indian or Alaska Native .07%
Asian 33.7%
Filipino 8.7%
Hispanic or Latino 47.4%
Native Hawaiian or Pacific Islander .07%
White 4.5%
Two or More Races 1.9%
Socioeconomically Disadvantaged 66.7%
English Learners 1.7%
Homeless 0.2%
Students with Disabilities 0.2%
Foster Youth 0 %

Stockton Early College Academy (SECA) is an early college model high school, which are typically small, highly diverse learning communities (grades 9-12), and are physically located on, or near, a college campus. At SECA, students are engaged in a highly rigorous

academic curriculum that involves both college preparatory PreAP and Advanced Placement (AP) core high school classes (English, Social Science, Math, and Science), as well as fully transferable (non-remediation) college courses taken from San Joaquin Delta Community College, which both supplement and expand the core offerings and fulfill elective requirements. The result is that SECA students have the opportunity to earn both a high school diploma and up to two years of fully transferable credit – at no cost to the students or their parents – toward a Bachelor's Degree at a four-year university. In this process, many of the students are also awarded AA or AS degrees from Delta College. SECA is specifically designed to help young people progress toward the education and experience that they will need to succeed both in life and family-supporting careers. It is also uniquely positioned to reach out to students who are of an ethnicity that is typically underserved in higher education, who come from socio-economically challenged families, and/ or who will be the first in their immediate family to
attend and graduate from, a four-year university. While Stockton Early College Academy has a small English learner student group, and it does not constitute a significant subgroup, we do provide ELL supports and work closely with SUSD to provide support for those students who need it. We have a strong track record of moving students to proficient, and Redesignated Fluent English Proficient students have historically been our strongest performing group of students.

SECA's LCAP was initially developed and refined annually to encompass the Charter School's goals and vision that recognize students as a valuable resource. It is our mission to ensure that our students, who begin college courses their 9th-grade year, are ready for, apply to, and attend four-year colleges and universities upon graduation.

In addition to SECA's goals and expectations, SECA has worked to promote collaboration and alignment with our school's mission and vision, which seeks to provide access to a fully integrated Advanced placement and honors/early college program. While SECA is ultimately guided by our Charter, we work collaboratively to ensure we support the district in which we reside

SECA provides access for those students who are prepared to attend college but without us may not have the access and support to do so. Through our partnership with Stockton Unified School District and Delta Community College, we are able to provide access and support. We work as a team to collaboratively approach instructional practices through the use of student performance data to target growth, and annually utilize our professional development plan to conduct a professional retreat where this collaboration occurs, new goals are set, and our staff comes together to reexamine our implementation plan for best practices.

Reflections: Annual Performance

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

The area of greatest progress to be focused on is:

Graduation rates and College/Career Readiness:

Based on data from the LCFF Evaluation Rubrics (California School Dashboard) Graduation Rates, SECA has maintained continuous and ongoing improvements in its graduation rates. Additionally, for our purposes, we have targeted our student resiliency and sought to improve

upon the number of students who continue with us from year to year. We have increased the rate of resiliency for the past three years and strive to reach our eventual goal of over 90% of the 9th-grade students who come to us at the start of their high school experience graduating with us at the culmination of their senior year. This has also resulted in a yearly graduation rate of 100% for all students including all significant subgroups. SECA employs an additional counselor to increase contact with the 9th and 10th-grade levels, as well as identify areas of student need for an increase of early intervention. Our goal through this addition has been to provide intervention early and proactively address issues that later become the cause of students leaving

The additional counselor continues to work with staff to complete specific targeted interventions for struggling students. This effort has been highly successful as measured by student feedback and key data points such as algebra passage rates and academic performance. Specifically, every student who was identified as scoring below grade level in English and Math was provided with an individual student study team plan (SST) and was placed in an additional algebra support period for help before school starts. At the conclusion of fall semester 2018-2019, every student who met these criteria was passing Algebra 1 with a "C" or better despite being identified as three years below grade level at the start of the year. Student feedback from conferences and academic achievement supports this process as being highly successful.

In addition, has now been officially recognized by the College Board as a PreAP school that offers PreAP curriculum in alignment with Common Core State Standards and AP course content and testing standards. Initial measurements have shown an increase in English and math academic performance rates both well above standard and College/Career readiness rates of above 97% for all students and significant subgroups.

As of 25-26, SECA continues to graduate all students and maintains a College and Career Readiness at 100%

Based on the 2025 Dashboard LCFF Evaluation Rubrics (California School Dashboard), no areas were indicated as “Orange” or “Red” and no areas were identified as "Not Met".

Stockton Early College Academy's (SECA's) Local Control Accountability Plan (LCAP) seeks to ensure the following goals:
LCAP GOAL 1 – Student Achievement: SECA will provide all students with a well-rounded educational experience, the delivery of high quality instruction at the honors, advanced placement, and early college level in order to expose them to rigorous and relevant curriculum to become lifelong learners.

*Will maintain access to Pre-AP and Advanced Placement courses, as well as college-level coursework.

*Will provide multiple professional development opportunities in order to continue the adoption of a Pre-AP program in partnership with the College Board.

*Will provide professional development and expanded opportunities for collaboration with "Like Schools" who have proven high levels of

student achievement.

*State Priority: 2 – State Standards
*State Priority 4 – Student Achievement,
*State Priority 7 – Course Access,
*State Priority 8 – Other Pupil Outcomes

LCAP GOAL 2 – Safe and Healthy Learning Environments: SECA will promote a safe and healthy learning environment to enhance the social-emotional and academic learning for all students, necessary to become productive members of society. 5 Categories; 5 Actions/Services

*State Priority: 1 – Basic Services,
*State Priority 6 – School Climate

LCAP GOAL 3 – Meaningful Partnerships: Together, SECA, families, and the community will commit to meaningful partnerships that enhance
student achievement, necessary to become successful members of society. 5 Categories; 5 Actions/Services

*State Priority: 3 – Parent Involvement,
*State Priority 5 – Student Engagement

As of June 30, 2026, we have $29,311.22 unspent, and we may receive XXXXX in 2026-2027

2026-2027 SY LREBG $29,311.52

LREBG funds may be found in Goal 1: 1.3,1.4,1.5,1.6
Goal 2: 2.1

The SECA needs assessment, including substantive findings from the 2025 CA Dashboard and the Stockton Unified School District Profile, indicates a clear need for improvement in mathematics. In response,
Goal 1 focuses on increasing student proficiency in math through the use of targeted instructional resources, professional development for teachers, effective assessment and monitoring practices, and before- and after-school tutoring and support.
Goal 2 addresses students' need for technology support, particularly in the areas of credit recovery and academic deficiency.
Goal 3 targets student attendance by reducing chronic absenteeism and tardiness.
To provide necessary and relevant instructional materials and supplies to help teachers incorporate responsive teaching and strategies that related to the Common Core State Standards. Increase classroom supplies and resources to teachers.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement

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

Stockton Early College Academy (SECA) has invited parents to ongoing School Site Council meetings, parent coffee hours, open houses,and in general an open-door policy. In addition, we advertise all district LCAP events and encourage parents to attend. SECA stakeholders, including bargaining units, community members, students, and others have been invited and involved in the development of the 2021-2025 Local Control Accountability Plan.

Throughout the 2019 - 2026 LCAP year, Stockton Early College Academy has communicated using various vehicles to carry the information to our stakeholders, which again include, employees, teachers, parents/families, students, and the community – anyone who has an interest or may be affected by actions/services within the LCAP. One vehicle is using the School Site Council meetings, which serve as the foundation for SECA's Parent, Student, and Staff Advisory and maintains elected representatives for each group, as well as open public meetings. SECA incorporated LCAP conversations with parents and the community when evaluating and revising their Single Plan for Student Achievement. Stockton Early College Academy provides regular and consistent LCAP updates and two-way feedback through its School Site Council membership, which also functions as the charter advisory, which approved the LCAP as presented.

From 2021 through 2026 the same processes were followed with parent and student feedback through formal and informal surveys, as well as the staff. Stockton Early College Academy school Site counsel was provided with regular updates on the progress of the LCAP plan and was involved in providing feedback and input. The 2021-2025 LCAP and the 2019-2026 annual updates have been completed, presented, and submitted for approval by SECA's School Site Council and advisory. All will be submitted to the Stockton Unified School District Governing Board, SECA's authorizer, for review in June of 2026

School Site Council discussed LCAP review and development on the following days:
October 8th, 2025
November 5th, 2025

January 27th, 2026
March 4th, 2026

Parents were engaged in the LCAP review and development during the following meetings and days:
August 14th, 2025 - Back to School Night - Parent Meeting
December 5th - Multicultural Fair
March 27th, 2026 - Title 1 Parent Meeting/Monthly Coffee Hour
April 15th, 2026 - Ice Cream Social with Parents of incoming freshman

Staff were engaged in LCAP review and development during the following meetings and days:
January 30th, 2026 - Faculty Meeting

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Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Student Achievement Stockton Early College Academy (SECA) will provide all students with a well-rounded educational experience, the delivery of high-quality instruction, and exposure to a rigorous and relevant curriculum to become life-long learners. SECA will Increase student achievement by providing high-quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Implementation of the academic content and performance standards adopted by the state board	ELA Pearson and PreAP curriculum Savaas and PreAP curriculum NGSS AP Curriculum Data Source: SUSD Curriculum	100	100	100%	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Department and Course Master List				
	How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	100% Data Source: SUSD Site Master Schedules, Synergy	100	100	100%	No change
	The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education	98% A-G completion 92% 4 year College Acceptance 100% College and Career Ready SUSD Illuminate California School Dashboard	100% A-G completion 96% 4 year College Acceptance 100% College and Career Ready SUSD Illuminate California School Dashboard	100% A-G completion 96% 4 year College Acceptance 100% College and Career Ready SUSD Illuminate California School Dashboard	99% A-G Completion 95% 4 Year College Acceptance 100% College and Career Ready	No change
	The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher	57% passage rate of one AP examination with a 3 or higher	58% passage rate of one AP examination with a 3 or higher	63% passage rate of one AP examination with a 3 or higher	65% passage rate of one AP examination with a 3 or higher	Increase of 5%
	The percentage of pupils demonstrate college and career readiness.	100% prepared California School Dashboard	100% prepared California School Dashboard	100% prepared California School Dashboard	100% prepared California School Dashboard	No change
	A broad course of study that includes all of the	100% Data Source:	100% Data Source:	100% Data Source:	100%	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	subject areas described in Section 51210 and Section 51220(a) to (i), as applicable.	CALPADS	CALPADS	CALPADS		
	Programs and services developed and provided to pupils with exceptional needs.	Yes Data Source: CALPADS	Yes Data Source: CALPADS	Yes Data Source: CALPADS	100%	No change
	Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable.	109 above standard ELA 6 above standard math Data Source: CALPADS	114 above standard ELA 36 above standard math Data Source: CALPADS	119 above standard ELA 31 above standard math Data Source: CALPADS	120 above standard ELA 45 above standard Math	Increase of 5% in ELA Decrease of 5% in Math
	Statewide Assessments	109 above standard ELA 6 above standard math Data Source: CALPADS	114 above standard ELA 36 above standard math Data Source: CALPADS	119 above standard ELA 31 above standard math Data Source: CALPADS	120 above standard ELA 45 above standard Math	Increase of 5% in ELA Decrease of 5% in Math

Goal Analysis [2025-26]

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

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

There were no changes to our planned actions, and implementation remains on track. We are meeting our goals, with improvements in AG (98% to 100%), 4-year college acceptance (92% to 96%), and AP pass rate (57% to 63%). ELA scores rose from 109 to 119 points above standard, and Math saw a dip of 5% to 31points above standard. College and career readiness remains at 100%.

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

There were no material differences between budgeted and actual expenditures. Title I funds were used as planned to support academic interventions and college readiness initiatives.

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

There were no changes to our planned actions, and implementation remains on track.

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.

There were no changes to our planned actions, and implementation remains on track.

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	Student Technology	1. To enhance student access to information technologies that promote increased learning and academic achievement. 1.1 Annual purchase and replacement of Chromebooks/technology devices.	$150,000.00	No Yes
1.2	Instructional Materials and Supplies	2. To provide necessary and relevant instructional materials and supplies to help teachers incorporate responsive teaching and strategies that related to the Common Core State Standards. 2.2 Increase classroom supplies and resources to teachers. 2.3 High School Science Equipment & STEM Classroom Materials.	$105,154.00	No Yes
1.3	Professional Learning for SECA Staff and Parents	3.To provide staff and parents professional learning opportunities that promote efficient parent/student and parent/educator strategies to aid in the improvement of their student's academic success. 3.1. Training involving core curriculum, assessments, and student	$160,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		records information. 3.2. Learning Recovery Emergency Block Grant (LREBG) funds are being used to provide professional learning for SECA staff and parents. As of June 30, 2026, we have $29,311.22 unspent, and we may receive XXXXX in 2026-2027 2026-2027 SY LREBG $29,311.22 Metrics used to measure the impact of LREBG funds within action include: CA Dashboard Local Grade data Local Assessments		
1.4	Teacher Collaboration, Monitoring and Support	4. To provide educators with opportunities to collaborate within grade level Professional Learning Communities (PLCs) and cross-grade level Professional Learning Communities (PLCs) to review relevant and appropriate data to support and enhance effective instructional strategies. 4.1 Regular, routine, scheduled teacher collaboration time, including monitoring and support for use of collaboration time. 4.2. Learning Recovery Emergency Block Grant (LREBG) funds are being used to support teacher collaboration, including monitoring and implementation support for effective use of collaboration time. As of June 30, 2026, we have $29,311.22 unspent, and we may receive XXXXX in 2026-2027 2026-2027 SY LREBG $29,311.52 Metrics used to measure the impact of LREBG funds within action include: CA Dashboard Local Grade data Local Assessments	$110,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Implementation of Professional Learning Community (PLC) strategies	5. To provide educators and staff with Professional Learning Communities (PLCs) with training that promotes a cohesive understanding and supportive systems in understanding and conducting day-to-day practice to achieve academic and instructional success. 5.1 Training in Professional Learning Communities (PLCs) 5.2. Learning Recovery Emergency Block Grant (LREBG) funds are being used to support implementation of Professional Learning Community (PLC) strategies that promote student learning recovery. As of June 30, 2026, we have $29,311.22 unspent, and we may receive XXXXX in 2026-2027 2026-2027 SY LREBG $29,311.52 Metrics used to measure the impact of LREBG funds within action include: CA Dashboard Local Grade data Local Assessments	$77,655.00	No Yes
1.6	Professional Development for implementation and support of AP and PreAP courses	6. To provide educators and staff with training in order to increase the efficiency and efficacy of practice related to the delivery of AP and PreAP curriculum, instructional success, and increased academic achievement of students. 6.1. Learning Recovery Emergency Block Grant (LREBG) funds are being used to support professional development for the implementation and support of AP and PreAP courses, ensuring students do not fall behind. As of June 30, 2026, we have $29,311.22 unspent, and we may receive XXXXX in 2026-2027	$79,655.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		2026-2027 SY LREBG $29,311.52 Metrics used to measure the impact of LREBG funds within action include: CA Dashboard Local Grade data Local Assessments		
1.7	Student Intervention Strategies and Support	7. Providing students with appropriate and relevant intervention supports a guaranteed and viable curriculum that meets the needs of students as they progress towards mastery of academic achievement. 7.1 Hire, retain, and train "Highly Qualified" teachers. 7.2 Tools, software, and resources to enhance student language and literacy acquisition as well as mathematical proficiency. 7.3 Credit Recovery and Dropout Recovery Programs. 7.4. Learning Recovery Emergency Block Grant (LREBG) funds are being used to support student intervention strategies, academic support, and the operation of a homework center. As of June 30, 2026, we have $29,311.22 unspent, and we may receive XXXXX in 2026-2027 2026-2027 SY LREBG $29,311.52 Metrics used to measure the impact of LREBG funds within action include: CA Dashboard Local Grade data Local Assessments	$87,974.00	No Yes
1.8	After School Programs	8. To provide educational, recreational, and social activities for students that align with and extend beyond the mandatory instructional/academic day.	$20,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		8.1 After School Program Homework Assistance and Tutoring. 8.2 After School Program College and Career Activities. 8.3 After School Program Exercise Opportunities for grades 9-12, Intramural Sports Program for grades 4-12, Visual and Performing Arts for grades K12, Other Student Interest Enrichment Activities for grades K-12 8.4. Learning Recovery Emergency Block Grant (LREBG) funds are being used to support after school programs. Metrics used to measure the impact of LREBG funds within action include: CA Dashboard Local Grade data Local Assessments		
1.9	College and Career Preparatory Opportunities	9. To provide students with career and college strategies, increase to the A-G course completion rate, activities, and opportunities that prepare them for the continuation of their educational path into college, and with accurate and relevant resources when entering into the workforce 9.1 Mathematics, Engineering, Science Achievement (MESA) Program 9.2 Opportunities for Age-Appropriate College Entrance Examinations, i.e. SAT for 11th and 12th grade, PSAT for 8th and 10th grade, including training by CollegeBoard in addition to regular AP/PreAP summer teacher training. 9.3 After-school and weekend tutorials supporting AP, PreAP, Contract Education, and Dual Enrollment classes - increase A-G course completion rate. 9.4 Career Exploration Software and Programs (Naviance)	$25,000.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Safe and Healthy Learning Environments: Stockton Early College Academy (SECA) will promote a safe and healthy learning environment to enhance student learning. SECA will provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

SECA Students Need:
Highly Qualified Teachers. Data Source: SARC
Facilities are in good repair. Data Source: SARC
Textbook sufficiency. Data Source: SARC
Safe, peaceful and healthy campus environment. Data Source: CHKS and PLUS surveys

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Teachers of the school are appropriately assigned and fully credentialed in the subject areas, and, for the pupils, they are teaching.	100% SUSD Human Resources California School Dashboard	100	100	100%	No Change
	Every pupil in the	100% Williams Act	100	100	100%	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	school has sufficient access to the standards-aligned instructional materials.	California School Dashboard				
	School facilities are maintained in good repair.	0 instances where do not meet standard. California School Dashboard	0 instances where do not meet standard. California School Dashboard	0 instances where do not meet standard. California School Dashboard	0 instances	No Change
	Pupil suspension rates.	0% SUSD Student Information System, CALPADS	0% SUSD Student Information System, CALPADS	0% SUSD Student Information System, CALPADS	0%	No Change
	Pupil expulsion rates.	0% SUSD Student Information System, CALPADS	0% SUSD Student Information System, CALPADS	0% SUSD Student Information System, CALPADS	0%	No Change
	Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.	91% California School Climate Survey (CHKS)	88% California School Climate Survey (CHKS)	91% California School Climate Survey (CHKS)	95% California School Climate Survey	Increase of 3%

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.

All planned actions were fully implemented with no changes. We met our goals: 100% credentialed teachers, 100% Williams Act compliance, 0% suspension/expulsion rates, and 88% of students feel safe. No challenges impacted implementation.

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

There were no material differences between budgeted and actual expenditures. Title I funds were used as planned to support academic interventions and college readiness initiatives.

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

There were no changes to our planned actions, and implementation remains on track.

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.

There were no changes to our planned actions, and implementation remains on track.

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	Technology and infrastructure support	1. To enhance technology infrastructure to allow for increased device/equipment usage and meet the requirements necessary to conduct applicable state-mandated testing 1.1 Computer replacement 1.2 Credit Recovery software and equipment 1.3 Learning Recovery Emergency Block Grant (LREBG) funds are being used to support credit recovery software and equipment. . 2026-2027 SY LREBG Projection: $21,136.00 Metrics used to measure the impact of LREBG funds within action include: CA Dashboard Local Grade data Local Assessments	$52,432.00	No Yes

Action #	Title	Description	Total Funds	Contributing
2.2	2 Basic Instruction and Teacher Staffing	2. To maintain staffing ratios for each grade span to meet compliance standards and negotiated agreements, including Grade Span Adjustment. 2.1 Basic Instruction and Teacher Staffing.	$2,288,247.00	No
2.3	Health Services	3. To provide students and families with appropriate health services interventions to be healthy and more able to learn. 3.1 Subacute Health Care Services Response and Management.	$30,000.00	No Yes
2.4	Community Oriented Policing	4. To develop and maintain systems of safety that foster healthy relationships in support of safe learning environments. 4.1 Visible security staff support of a Safe and Secure Campus.	$80,000.00	No Yes
2.5	School counseling and social-emotional support	5. To provide all students with social and emotional systems of supports that lead to improved academic success and college/career readiness. 5.1 Counseling Services for Social-Emotional, Behavioral and Academic Learning Supports, and A-G course completion.	$399,492.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Meaningful Partnerships Together, Stockton Early College Academy (SECA), families, and the community will commit to meaningful partnerships that enhance student achievement, necessary to become successful members of society. SECA will create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

SECA students need:
Meaningful partnerships with families.
Meaningful partnerships with the community
Meaningful partnerships with teachers.
A culture of inclusion and collaboration
Support for attendance and graduation rates

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Efforts the school makes to seek parent input in making decisions for the individual school site.	School-wide Site participation as in site reports and records	0	0%	Increase School-wide Site participation by 10% in reports and records	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Promotion of parental participation for all students including identified populations in need	School-wide Site participation as in site reports and records	0	0%	Increase School-wide Site participation by 10% in reports and records	No Change
	Promotion of parental participation in programs for individuals with exceptional needs.	School-wide Site participation as in site reports and records	0	0%	Increase School-wide Site participation by 10% in reports and records	No Change
	School attendance rates.	96% SUSD Synergy reports	97	96.5%	97% SUSD Synergy reports	Change of .5%
	Chronic Absenteeism	3.5% CALPADS California School Dashboard	2.5	3.5%	2.5% SUSD Progress Report	Change of 1%
	High school dropout rates	0% CALPADS California School Dashboard	0	0%	0%	No Change
	High School Graduation Rates	100% CALPADS California School Dashboard	100%	99%	100%	Change of 1%

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.

Although our CALPADS graduation rate dropped to 99%, we have a letter from the State of California confirming that the one student who did not graduate with us completed a state high school proficiency exam. The Department of Education declined to accept this letter to meet a 100% graduation rate. There was a slight difference in attendance and absenteeism due to long-term health issues for a handful of students. No other challenges affected implementation.

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

There were no material differences between budgeted and actual expenditures. Title I funds were used as planned to support academic interventions and college readiness initiatives.

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

There were no changes to our planned actions, and implementation remains on track.

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.

There were no changes to our planned actions, and implementation remains on track.

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	Parent Empowerment	1To develop and fosters relationships with parents that lead to active and meaningful engagement supporting student academic success. 1.1 Parent outreach	$15,000.00	No Yes
3.2	Parent and School	2. To provide and maintain systems of communication that meets the	$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Communication	needs of the school, parents, students and the community. 2.1. Continuous improvement of system of communication with SECA community and stakeholders.		Yes
3.3	Student Engagement and Leadership Opportunities	3. To provide all students with engaging and meaningful activities that drive students to be more involved and engaged in their academic success and wellbeing. 3.1 Opportunities for students to participate in activities	$15,000.00	No Yes
3.4	Student Attendance Accountability	4. To provide a system of support that enables students to be academically successful through regular and on-time attendance. 4.1 Attendance incentives Metrics used to measure the impact of LREBG funds within action include: CA Dashboard Local Grade data Local Assessments	$30,000.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
6		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
7		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
8		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
9		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$1,373,052.00	$137,993.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
25.552%	20.115%	$1,034,596.87	45.667%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Student Technology **Need:** Technology replacement as it becomes obsolete for supporting academic performance in the classroom and standardized assessments.	Student Technology - To enhance student access to information technologies that promote increased learning and academic achievement. These services are principally directed and are an effective use of funds, targeting our low-income and all students in meeting goals in the state priority areas, 2, 4, 7, and 8 through the annual purchase and replacement of Chromebooks / technology devices and secure storage carts for students.	Academic transcripts and assessment data for state and AP testing. Use of district database for maintaining accurate inventory.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.2	**Action:** Instructional Materials and Supplies **Need:** Targeted instructional materials and supplies needed to support academic performance as measured by state metrics and College and Career Readiness. **Scope:** LEA-wide	-Instructional Materials and Supplies - To provide necessary and relevant instructional materials and supplies to help teachers incorporate responsive teaching and strategies that relate to the Common Core State Standards. These services are principally directed and are an effective use of funds, targeting all students including low-income students in meeting the goals in the state priority areas, 2, 4, 7, and 8 through the purchase of classroom supplies.	Academic transcripts and assessment data. The percentage of pupils demonstrate college and career readiness.
1.3	**Action:** Professional Learning for SECA Staff and Parents **Need:** Support for Academic performance related to professional development targeting up-to-date strategies and delivery of curriculum. **Scope:** LEA-wide	Professional Learning for SUSD Staff and Parents - To provide staff and parents professional learning opportunities that promote efficient parent/student and parent/educator strategies to aid in the improvement of their student's academic success. These services are principally directed and are an effective use of funds, targeting our low-income and all students in meeting goals in the state priority areas, 2, 4, 7, and 8 through the training involving core curriculum, assessments, and student records information.	Academic transcripts and assessment data. Attendance of staff and parents at Professional Development opportunities. The percentage of students scoring above standard on state and college entrance assessments.
1.4	**Action:** Teacher Collaboration, Monitoring and	Teacher Collaboration, Monitoring, and Support - To provide educators with opportunities to collaborate within grade-level Professional Learning Communities (PLCs) and cross-grade	Attendance by staff to related site and district-level meetings. Academic transcripts 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
	Support **Need:** Increase in Academic performance in required subject areas and as measured by state and college entrance assessments. **Scope:** LEA-wide	level Professional Learning Communities (PLCs) to review relevant and appropriate data to support and enhance effective instructional strategies. These services are principally directed and are an effective use of funds, targeting our low-income and all students in meeting goals in the state priority areas, 2, 4, 7, and 8 through regular, routine, scheduled teacher collaboration time, including monitoring and support.	assessment data. The percentage of pupils demonstrate college and career readiness. The percentage of students scoring above standard on state and college entrance assessments.
1.5	**Action:** Implementation of Professional Learning Community (PLC) strategies **Need:** Increase in Academic performance in required subject areas and as measured by state and college entrance assessments. **Scope:** LEA-wide	Implementation of Professional Learning Community (PLC) strategies To provide educators and district staff with Professional Learning Communities (PLCs) with training that promotes a cohesive understanding and supportive systems in understanding and conducting day-to-day practice to achieve academic and instructional success. These services are principally directed and are an effective use of funds, targeting our low-income and all students in meeting goals in the state priority areas, 2, 4, 7, and 8 through the training in Professional Learning Communities (PLCs).	Attendance of staff at professional development opportunities and site level PLC meetings. Academic transcripts and assessment data. The percentage of pupils demonstrate college and career readiness. The percentage of students scoring above standard on state and college entrance assessments.
1.6	**Action:** Professional Development for implementation and support of AP and PreAP courses **Need:** Support for Academic performance related to professional development targeting up-to-date	Professional Development for implementation and support of AP and PreAP courses - To provide educators and staff with training in order to increase the efficiency and efficacy of practice related to the delivery of AP and PreAP curriculum, instructional success, and increased academic achievement of students. These services are principally directed and are an effective use of funds, targeting our	The percentage of students who have passed an advanced placement examination with a score of 3 or higher. Academic transcripts showing the completion and credit for AP and PreAP courses.

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
	strategies and delivery of curriculum in support of AP and PreAP curriculum. Increase in Academic performance in AP and PreAP subject areas and as measured by state and AP assessments. **Scope:** LEA-wide	unduplicated students in meeting the district's goals in the state priority areas 2, 4, 7, and 8 through the training in AP and PreAP delivery and curriculum.	
1.7	**Action:** Student Intervention Strategies and Support **Need:** Support for students performing below standard in meeting all high school graduation and 4-year college entrance requirements. Increase in Academic performance in required subject areas and as measured by state and college entrance assessments. **Scope:** LEA-wide	Student Intervention Strategies and Support To provide students with appropriate and relevant intervention supports a guaranteed and viable curriculum that meets the needs of students as they progress towards mastery of academic achievement. These services are principally directed and are an effective use of funds, targeting our low-income and all students in meeting goals in the state priority areas, 2, 4, 7, and 8 through the hiring, retaining, and training of "Highly Qualified" teachers and the use and purchase of tools, software, and resources to enhance student language and literacy.	Academic transcripts and assessment data showing completion of graduation requirements. The percentage of pupils demonstrating college and career readiness. The percentage of students scoring above standard on state and college entrance assessments.
1.8	**Action:** After School Programs **Need:** Support for students who perform below standard and need extended opportunities to meet all high school graduation and 4-year college entrance requirements. Increase in	After-School Programs - To provide educational, recreational, and social activities for students that align with and extend beyond the mandatory instructional/academic day. These services are principally directed and are an effective use of funds, targeting our low-income and all students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through the purchase credit recovery	Attendance as measured by participation in intervention and/or enrichment opportunities outside the scope of the basic requirements of the school day. Academic transcripts and assessment data. The

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
	Academic performance in required subject areas and as measured by state and college entrance assessments. **Scope:** LEA-wide	software licenses (including staffing), staffing for homework assistance and tutoring; field trips supporting college and career activities, providing staffing and equipment for exercise opportunities and intramural sports programs; ensuring student interest enrichment activities are available.	percentage of pupils demonstrate college and career readiness. The percentage of students scoring above standard on state and college entrance assessments.
1.9	**Action:** College and Career Preparatory Opportunities **Need:** Maintain 100% College and Career Readiness an high level of A-G compliance. Support for improvement on all College entrance and AP examinations. **Scope:** LEA-wide	To provide students with career and college strategies, activities, and opportunities that prepare them for the continuation of the educational path into college and with accurate and relevant resources when entering into the workforce. These services are principally directed and are an effective use of funds, targeting our low-income and all students in meeting goals in the state priority areas, 2, 4, 7, and 8 through the continuation of successful evidence-based programs, maintaining college and career guidance support to students, participation of college and career events to include workshops, guest speakers, etc., and to provide opportunities for age-appropriate college entrance examinations.	Academic transcripts and assessment data. The percentage of pupils demonstrate college and career readiness. The percentage of students scoring above standard on state and college entrance assessments.
2.1	**Action:** Technology and infrastructure support **Need:** Replacement of obsolete infrastructure to support state and AP testing. Support for academic performance in the classroom and standardized assessments. **Scope:**	Technology Infrastructure and Support - To enhance technology infrastructure to allow for increased device/equipment usage and meet the requirements necessary to conduct applicable state-mandated and other testing. These services are principally directed and are an effective use of funds, targeting our low-income and all students in meeting goals in the state priority areas 1 and 6 through the purchase of equipment, replacement of computers, and upgrading related infrastructure.	Use of district database for monitoring inventory. Completion rates for testing and required online platforms. Academic transcripts and assessment data. The percentage of pupils demonstrate college and career readiness. The percentage of students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		scoring above standard on state and college entrance assessments.
2.2	**Action:** 2 Basic Instruction and Teacher Staffing **Need:** Maintaining appropriate support for academic performance with appropriately staffed and credentialed staff in all subject areas. **Scope:**	Basic Instruction and Teacher Staffing - To maintain staffing ratios for each grade span to meet compliance standards and negotiated agreements, including Grade Span Adjustment. These services are principally directed and are an effective use of funds,targeting our low-income and all students in meeting goals in the state priority areas, 1 and 6 through the support of basic Instruction and teacher Staffing.	SUSD Human Resources and State Dashboard rates of credentialed teacher compliance.
2.3	**Action:** Health Services **Need:** support for students in need of basic health services and intervention for attendance and academic performance. **Scope:** LEA-wide	To provide students and families with appropriate health services interventions to be healthy and more able to learn. These services are principally directed and are an effective use of funds, targeting our low-income and all students in meeting goals in the state priority areas, 1 and 6 through subacute and specialized health care services response and management.	Data related to students served provided by the SUSD Health Services Department. Attendance and chronic absenteeism Reports.
2.4	**Action:** Community Oriented Policing **Need:** Maintain Attendance rates above 97%. Maintain suspension and expulsion rates below 1%. Support the safety and	To develop and maintain systems of safety that foster healthy relationships in support of safe learning environments. These services are principally directed and are an effective use of funds, targeting our low-income and all students in meeting goals in the state priority areas, 1 and 6 through visible support of a safe and secure campus.	Attendance, Discipline, and chronic absenteeism Reports. School Climate Surveys (Panorama and CHKS)

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
	connectedness as reported by students, parents, and staff. **Scope:** LEA-wide		
2.5	**Action:** School counseling and social-emotional support **Need:** Support for emotional needs related to the requirements of a highly rigorous academic environment as part of an early college high school. Support for meeting all high school graduation and 4-year college entrance requirements. Increase in Academic performance in required subject areas and as measured by state and college entrance assessments. **Scope:** LEA-wide	School Counseling - To provide students with social and emotional systems of supports that lead to improved academic success. These services are principally directed and are an effective use of funds, targeting our low-income and all students in meeting goals in the state priority areas, 1 and 6 through counseling services for students who need additional social-emotional, behavioral, and academic learning supports.	Local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness. Academic transcripts and assessment data. The percentage of pupils demonstrate college and career readiness. The percentage of students scoring above standard on state and college entrance assessments.
3.1	**Action:** Parent Empowerment **Need:** Improvement in parent involvement in support for improving academic performance. **Scope:**	Parent Empowerment - To develop and foster relationships with parents that lead to active and meaningful engagement in supporting student academic success. These services are principally directed and are an effective use of funds, targeting our low-income and all students in meeting the goals in the state priority areas, 3 and 5 through the facilitation of Parent involvement activities	Attendance data for school events and informational meetings. Recorded contact with school teaching and counseling staff.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.2	**Action:** Parent and School Communication **Need:** Improvement in parent school communication to support academic performance and school engagement. **Scope:** LEA-wide	Parent and School Communication - To provide and maintain systems of communication that meet the needs of the school, parents, students, and the community. These services are principally directed and are an effective use of funds, targeting our low-income and all students in meeting the school's goals in the state priority areas, 3 and 5 through the continuous improvement in systems of communication with the district, community, and stakeholders	Participation rates in school surveys and requested information. Recorded attendance for parent outreach events both in person and virtually. Recorded attendance for School Site Counsel meetings.
3.3	**Action:** Student Engagement and Leadership Opportunities **Need:** Support for maintaining a high level of engagement in meaningful activities and opportunities as part of a thriving school culture. **Scope:** LEA-wide	Student Engagement and Leadership Opportunities - SECA's culture of inclusion and collaboration created by multiple opportunities for all students to be engaged in leadership roles and meaningful activities in and out of the classroom support the student's well-being and academic success at high levels.	Recorded attendance for extended and meaningful activities in and out of the classroom. Academic transcripts and assessment data. The percentage of pupils demonstrate college and career readiness. The percentage of students scoring above standard on state and college entrance assessments.
3.4	**Action:** Student Attendance Accountability **Need:**	Student Attendance Accountability - As evidenced by the highest levels of attendance and the lowest levels of discipline-related events in the district, SECA continues to offer opportunities, incentives, and support that enables students to be academically successful through	Local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness. Academic transcripts 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
	Maintain Attendance rates above 97%. Maintain suspension and expulsion rates below 1%. Support the safety and connectedness as reported by students, parents, and staff. **Scope:** LEA-wide	regular and on-time attendance.	assessment data. The percentage of pupils demonstrate college and career readiness. The percentage of students scoring above standard on state and college entrance assessments.

Limited Actions

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

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

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

Additional Concentration Grant Funding

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

An evaluation of where personnel can be added to increases services especially in counseling related activities will take place and enacted when and where most appropriate. All actions/services related to staffing are proposed to ensure positive outcomes for student achievement and school connectedness for low-income and all students on campus. Our charter specifically seeks to ensure high levels of student achievement through a school environment where all stakeholders work together to ensure student success. Although targeted funds are

principally directed towards our low-income students all students are served well with the use of these and all funds to increase academic achievement and preparation for college and career. All students at all academic or language levels should have the opportunities to work together, collaborate, and be accountable for one another's learning.

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		1 to 54
Staff-to-student ratio of certificated staff providing direct services to students		1 to 25

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	$5,373,560	$1,373,052.00	25.552%	20.115%	45.667%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,661,299.00	$29,310.00	$0.00	$0.00	$3,740,609.00	$2,807,739.00	$932,870.00

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	Student Technology	All Low Income	No Yes	LEA-wide	Low Income		25-26	$0.00	$150,000.00	$150,000.00				$150,000.00	
1	1.2	Instructional Materials and Supplies	All Low Income	No Yes	LEA-wide	Low Income		25-26	$0.00	$105,154.00	$105,154.00				$105,154.00	
1	1.3	Professional Learning for SECA Staff and Parents	All Low Income	No Yes	LEA-wide	Low Income		25-26	$10,000.00	$150,000.00	$150,000.00	$10,000.00			$160,000.00	
1	1.4	Teacher Collaboration, Monitoring and Support	All Low Income	No Yes	LEA-wide	Low Income	All Schools	25-26	$0.00	$110,000.00	$100,000.00	$10,000.00			$110,000.00	
1	1.5	Implementation of Professional Learning Community (PLC) strategies	All Low Income	No Yes	LEA-wide	Low Income		25-26	$25,000.00	$52,655.00	$75,000.00	$2,655.00			$77,655.00	
1	1.6	Professional Development for implementation and support of AP and PreAP courses	All Low Income	No Yes	LEA-wide	Low Income		25-26	$25,000.00	$54,655.00	$75,000.00	$4,655.00			$79,655.00	
1	1.7	Student Intervention Strategies and Support	All Low Income	No Yes	LEA-wide	Low Income		25-26	$30,000.00	$57,974.00	$85,974.00	$2,000.00			$87,974.00	
1	1.8	After School Programs	All Low Income	No Yes	LEA-wide	Low Income		25-26	$0.00	$20,000.00	$20,000.00				$20,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	**1.9**	College and Career Preparatory Opportunities	All Low Income	No Yes	LEA-wide	Low Income		25-26	$0.00	$25,000.00	$25,000.00				$25,000.00	
2	**2.1**	Technology and infrastructure support	All Low Income	No Yes	LEA-wide	Low Income		25-26	$0.00	$52,432.00	$52,432.00				$52,432.00	
2	**2.2**	2 Basic Instruction and Teacher Staffing	All	No				25-26	$2,288,247.00	$0.00	$2,288,247.00				$2,288,247.00	
2	**2.3**	Health Services	All Low Income	No Yes	LEA-wide	Low Income	All Schools	25-26	$0.00	$30,000.00	$30,000.00				$30,000.00	
2	**2.4**	Community Oriented Policing	All Low Income	No Yes	LEA-wide	Low Income		25-26	$80,000.00	$0.00	$80,000.00				$80,000.00	
2	**2.5**	School counseling and social-emotional support	All Low Income	No Yes	LEA-wide	Low Income		25-26	$349,492.00	$50,000.00	$399,492.00				$399,492.00	
3	**3.1**	Parent Empowerment	All Low Income	No Yes	LEA-wide	Low Income		25-26	$0.00	$15,000.00	$15,000.00				$15,000.00	
3	**3.2**	Parent and School Communication	All Low Income	No Yes	LEA-wide	Low Income		25-26	$0.00	$15,000.00	$15,000.00				$15,000.00	
3	**3.3**	Student Engagement and Leadership Opportunities	All Low Income	No Yes	LEA-wide	Low Income		25-26	$0.00	$15,000.00	$15,000.00				$15,000.00	
3	**3.4**	Student Attendance Accountability	All Low Income	No Yes	LEA-wide	Low Income		25-26	$0.00	$30,000.00	$30,000.00				$30,000.00	

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
$5,373,560	$1,373,052.00	25.552%	20.115%	45.667%	$1,423,052.00	0.000%	26.482 %	**Total:**	$1,423,052.00
								LEA-wide Total:	$1,423,052.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Student Technology	Yes	LEA-wide	Low Income		$150,000.00	
1	**1.2**	Instructional Materials and Supplies	Yes	LEA-wide	Low Income		$105,154.00	
1	**1.3**	Professional Learning for SECA Staff and Parents	Yes	LEA-wide	Low Income		$150,000.00	
1	**1.4**	Teacher Collaboration, Monitoring and Support	Yes	LEA-wide	Low Income	All Schools	$100,000.00	
1	**1.5**	Implementation of Professional Learning Community (PLC) strategies	Yes	LEA-wide	Low Income		$75,000.00	
1	**1.6**	Professional Development for implementation and support of AP and	Yes	LEA-wide	Low Income		$75,000.00	

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 (%)
		PreAP courses						
1	1.7	Student Intervention Strategies and Support	Yes	LEA-wide	Low Income		$85,974.00	
1	1.8	After School Programs	Yes	LEA-wide	Low Income		$20,000.00	
1	1.9	College and Career Preparatory Opportunities	Yes	LEA-wide	Low Income		$25,000.00	
2	2.1	Technology and infrastructure support	Yes	LEA-wide	Low Income		$52,432.00	
2	2.3	Health Services	Yes	LEA-wide	Low Income		$30,000.00	
2	2.4	Community Oriented Policing	Yes	LEA-wide	Low Income		$80,000.00	
2	2.5	School counseling and social-emotional support	Yes	LEA-wide	Low Income		$399,492.00	
3	3.1	Parent Empowerment	Yes	LEA-wide	Low Income		$15,000.00	
3	3.2	Parent and School Communication	Yes	LEA-wide	Low Income		$15,000.00	
3	3.3	Student Engagement and Leadership Opportunities	Yes	LEA-wide	Low Income		$15,000.00	
3	3.4	Student Attendance Accountability	Yes	LEA-wide	Low Income		$30,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,464,812.00	$2,528,663.53

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**	Student Technology	No Yes	$150,000.00	$9,320.92
1	**1.2**	Instructional Materials and Supplies	No Yes	$105,154.00	$2,975.63
1	**1.3**	Professional Learning for SECA Staff and Parents	No Yes	$96,136.00	$15,211.27
1	**1.4**	Teacher Collaboration, Monitoring and Support	No Yes	$121,136.00	$119,444.87
1	**1.5**	Implementation of Professional Learning Community (PLC) strategies	No Yes	$71,136.00	
1	**1.6**	Professional Development for implementation and support of AP and PreAP courses	No Yes	$71,135.00	$32,179.72
1	**1.7**	Student Intervention	No	$77,109.00	$14,587.80

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)
		Strategies and Support	Yes		
1	1.8	After School Programs	No Yes	$41,135.00	
1	1.9	College and Career Preparatory Opportunities	No Yes	$25,000.00	
2	2.1	Technology and infrastructure support	No Yes	$71,136.00	
2	2.2	2 Basic Instruction and Teacher Staffing	No	$2,083,095.00	$2,052,280.01
2	2.3	Health Services	No Yes	$30,000.00	
2	2.4	Community Oriented Policing	No Yes	$90,000.00	$46,142.94
2	2.5	School counseling and social-emotional support	No Yes	$357,640.00	$236,520.37
3	3.1	Parent Empowerment	No Yes	$15,000.00	

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)
3	**3.2**	Parent and School Communication	No Yes	$15,000.00	
3	**3.3**	Student Engagement and Leadership Opportunities	No Yes	$15,000.00	
3	**3.4**	Student Attendance Accountability	No Yes	$30,000.00	

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)
$1,107,535.00	$1,233,768.00	$476,383.52	$757,384.48	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Student Technology	Yes	$150,000.00	$9,320.92		
1	1.2	Instructional Materials and Supplies	Yes	$105,154.00	$2,975.63		
1	1.3	Professional Learning for SECA Staff and Parents	Yes	$75,000.00	$15,211.27		
1	1.4	Teacher Collaboration, Monitoring and Support	Yes	$100,000.00	$119,444.87		
1	1.5	Implementation of Professional Learning Community (PLC) strategies	Yes	$50,000.00			
1	1.6	Professional Development for implementation and support of AP and PreAP courses	Yes	$50,000.00	$32,179.72		
1	1.7	Student Intervention Strategies and Support	Yes	$55,974.00	$14,587.80		
1	1.8	After School Programs	Yes	$20,000.00			
1	1.9	College and Career Preparatory	Yes	$25,000.00			

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)
		Opportunities					
2	**2.1**	Technology and infrastructure support	Yes	$50,000.00			
2	**2.3**	Health Services	Yes	$30,000.00			
2	**2.4**	Community Oriented Policing	Yes	$90,000.00	$46,142.94		
2	**2.5**	School counseling and social-emotional support	Yes	$357,640.00	$236,520.37		
3	**3.1**	Parent Empowerment	Yes	$15,000.00			
3	**3.2**	Parent and School Communication	Yes	$15,000.00			
3	**3.3**	Student Engagement and Leadership Opportunities	Yes	$15,000.00			
3	**3.4**	Student Attendance Accountability	Yes	$30,000.00			

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)
$5,143,363.00	$1,107,535.00	7.844	29.377%	$476,383.52	0.000%	9.262%	$1,034,596.87	20.115%

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 32526(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 32526(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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