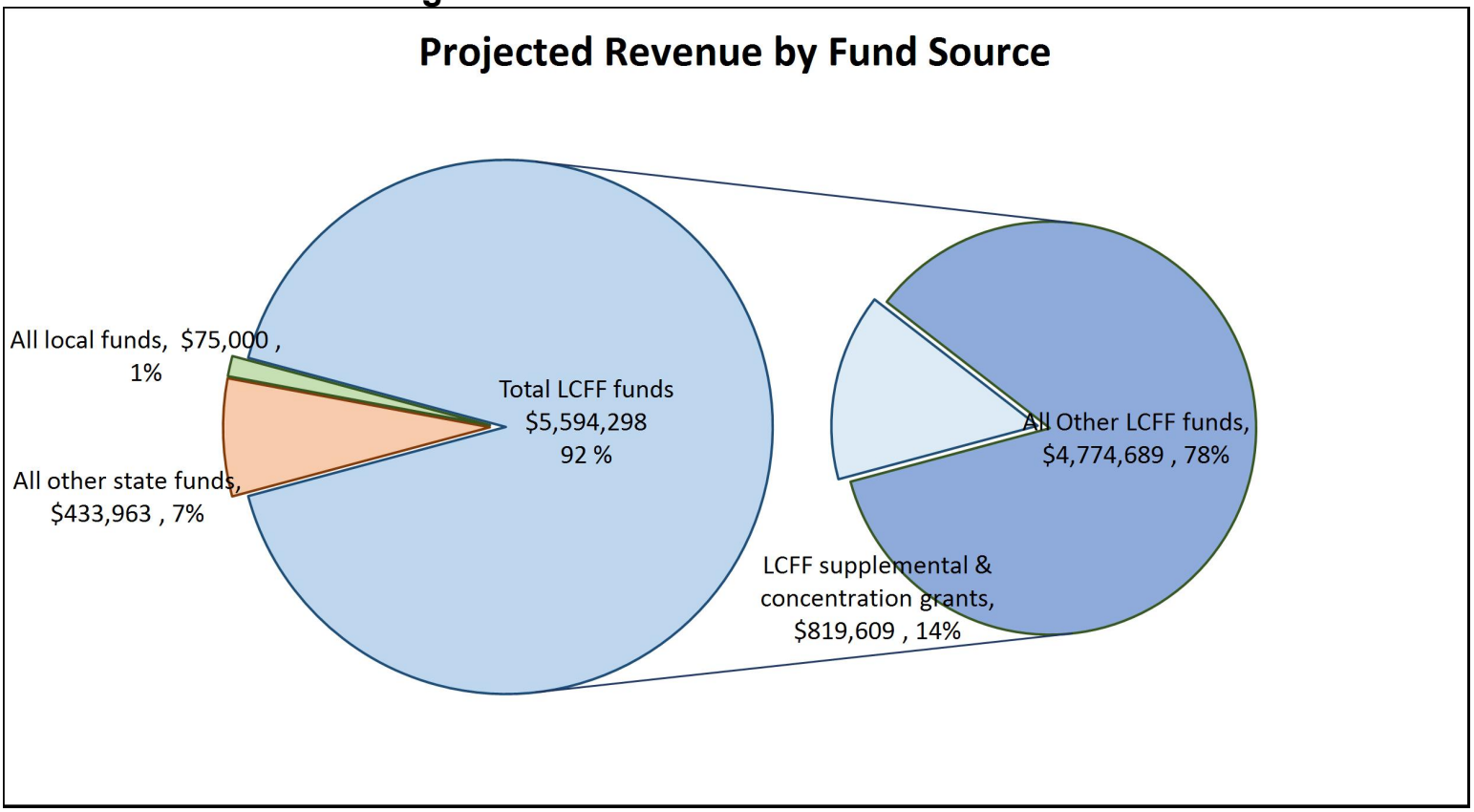
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lincoln Unified School District
CDS Code: 68569
School Year: 2026-27
LEA contact information:
Dawn Archer
Principal
darcher@lusd.net
209-888-0160

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

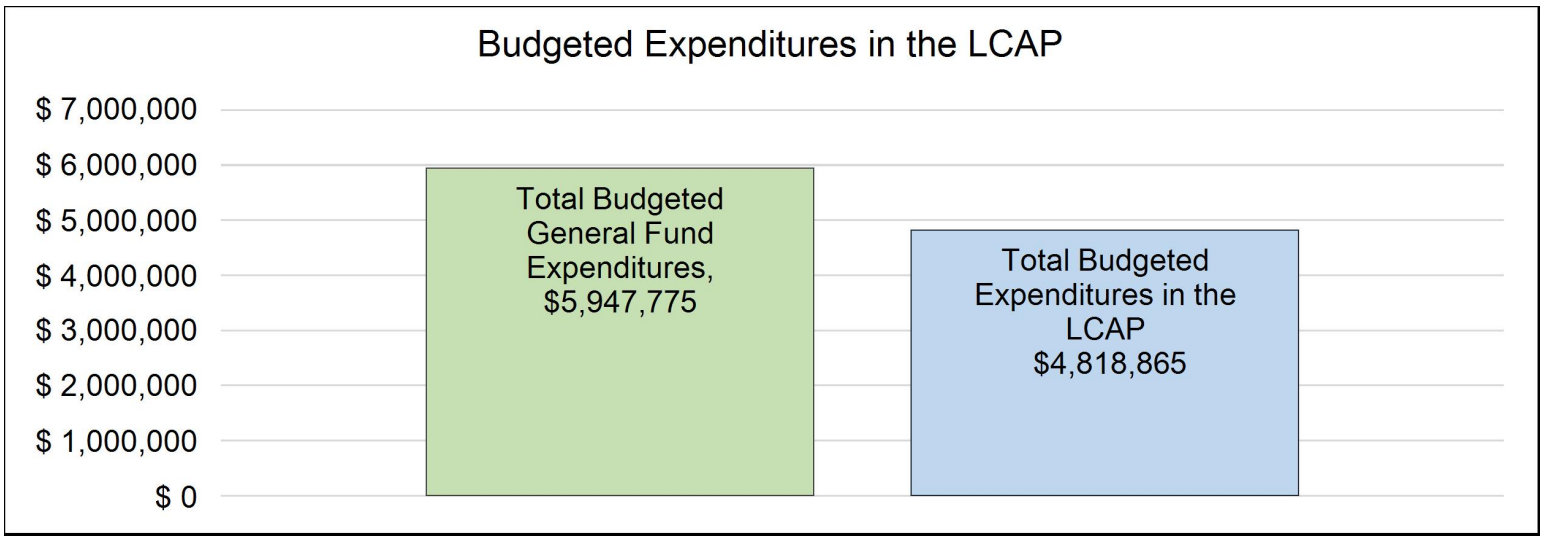


This chart shows the total general purpose revenue Lincoln Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lincoln Unified School District is $6,103,261, of which $5594298 is Local Control Funding Formula (LCFF), $433963 is other state funds, $75000 is local funds, and $ is federal funds. Of the $5594298 in LCFF Funds, $819609 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Lincoln 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: Lincoln Unified School District plans to spend $5947775 for the 2026-27 school year. Of that amount, $4818865 is tied to actions/services in the LCAP and $1,128,910 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

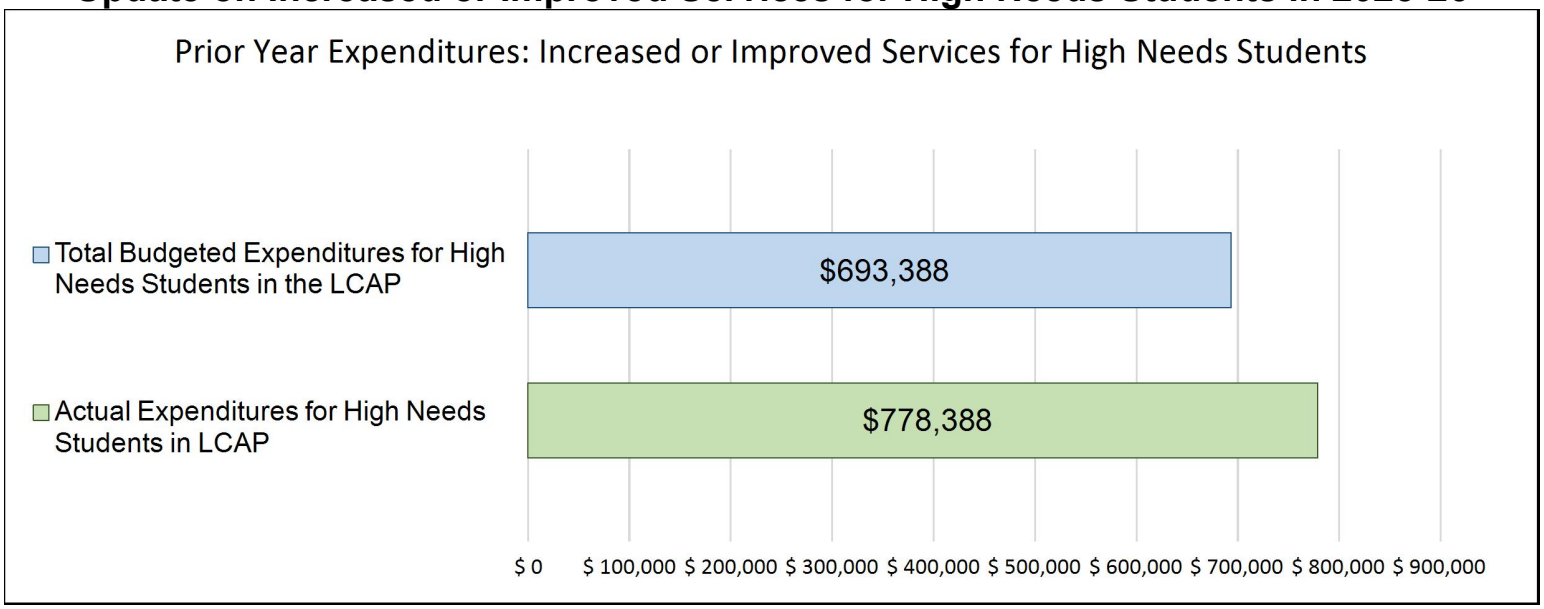
leases, district administration and restricted expenditures for programs funded with Federal funds.

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

In 2026-27, Lincoln Unified School District is projecting it will receive $819609 based on the enrollment of foster youth, English learner, and low-income students. Lincoln Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Lincoln Unified School District plans to spend $988994 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 Lincoln 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 Lincoln 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, Lincoln Unified School District's LCAP budgeted $693388 for planned actions to increase or improve services for high needs students. Lincoln Unified School District actually spent $778388 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $85,000 had the following impact on Lincoln Unified School District’s ability to increase or improve services for high needs students:

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
Lincoln Unified School District	Dawn Archer Principal	darcher@lusd.net 209-888-0160

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.

John McCandless is a TK through 8 grade dependent charter school school in the Lincoln Unified School District in Stockton, California. John McCandless STEM Charter's mission is to provide a comprehensive, quality education, with additional emphasis in science, technology, engineering, and mathematics to prepare all students for success in a rigorous high school curriculum. McCandless' vision is to be a leader in STEM education, preparing and inspiring our learners to meet the challenges of the 21st century through innovation, collaboration, and creative problem solving. The dedicated team at McCandless believes that the Project Based Learning model and core values of STEM instruction create learners who are ready to face challenges and make positive changes in our community. The school is compromised of approximately 434 students, 58.8% of which are socioeconomically disadvantaged, 6.9% which are English Learners, and 0.2% which are foster youth. John McCandless mirrors the Lincoln Unified District mission to provide a quality education through shared responsibility, fostering a safe and supportive environment for all students to meet the challenges of a global society.

Reflections: Annual Performance

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

CAASPP Data from the 2024-2025 California Dashboard indicates the following performance for John McCandless Charter: In English Language Arts, 53.09% of students met or exceeded grade level standards, while in Mathematics 43.63% of students met or exceeded grade

level standards, There was a decrease in the percentage of 5th grade students who are meeting and or exceeding standards in the CAST from 36.96% to 31.92% in the 2024-2025 school year.

Local 2024-2025 mid year data through iReady diagnostics shows 48% of students are at grade level or above in ELA, and 40% at grade level or above in Math. In addition, 20.1% of students in the 2024-2025 school were marked as chronically absent, increasing 3.9%, while 3.4% of students were suspended at least 1 time.

Kinder Dibels scores decreased from to 39% from winter 2023 to 33% in winter 2024.

Overall, academic outcomes increased. Chronic absenteeism showed a steady decline, while suspension rates showed a minimal decline.

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
School Site Council	Input meeting to review prior goals, progress, and current data: March 11, 2026
PTSA	Input meeting to review prior goals, progress, and current data: April 15, 2026
Leadership	Input meeting to review prior goals, progress, and current data: February 24, 2026
English Learner Advisory Council	Input meeting to review prior goals, progress, and current data: March 12, 2026
JMC Staff	Input meeting to review prior goals, progress, and current data: March 23, 2026
YouthTruth Survey	Families, Staff, and students were surveyed using YouthTruth in February, 2026

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

The LCAP adoption was influenced by the feedback provided by educational partners of John McCandless in a variety of ways. Through a series of informative meetings where educational partners reviewed the goals and metrics of the prior JMC LCAP, their progress and outcomes, educational partners had the opportunity to reflect on the successes, challenges, and opportunities of their school moving forward. Through the review of current and relevant state and local data, educational partners had new information to reflect upon. Through rich dialogue, questioning and review of the data, the development of the areas of improvement and need took place. The responses and feedback was captured with each partner engagement session and recorded on a spreadsheet allowing for organization and reflection of patterns and themes which emerged across the groups. The goals, actions, and metrics were influenced through this engagement process where input was applied to the development of the new plan.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide all students with access to broad and challenging curriculum to ensure all student graduate college/career ready.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

John McCandless has collaborated with District and outside consultants as well as educational partners in order to identify the opportunities for supporting students in accessing a premium education. Through reflection of current CAASPP and iReady data and structured educational partner input, students and parents have express the need for coherent, aligned curriculum and instruction to accelerate the achievement of students in their learning in ELA and Math.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.A (State)	CAASPP ELA - Percent of students who score proficient or above in CAASPP ELA	Overall: 48.9% 3rd Grade: 58% 4th Grade: 42% 5th Grade: 50% 6th Grade: 55% 7th Grade: 37% 8th Grade: 46% EL: 22% FY: No Results SED: 48.7% 2023 Dashboard	Overall: 46.81% 3rd Grade: 62.50% 4th Grade: 55.56% 5th Grade: 42.23% 6th Grade: 36.84% 7th Grade: 57.41% 8th Grade: 25% EL: 0% FY: No Results SED: 36% 2024 Dashboard	Overall: 53.09% 3rd Grade: 56.25% 4th Grade: 69.05% 5th Grade: 46.81% 6th Grade: 52.17% 7th Grade: 46.81% 8th Grade: 48.89% EL: 11.76% FY: No Results SED: 43.45% 2025 Dashboard	Overall: 53% 3rd Grade: 63% 4th Grade: 47% 5th Grade: 55% 6th Grade: 60% 7th Grade: 42% 8th Grade: 51% EL: 25% FY: No Results SED: 52%	Overall: +4.19% 3rd Grade: -1.75% 4th Grade: +27.05% 5th Grade: -3.19% 6th Grade: -2.83% 7th Grade: +9.81% 8th Grade: +2.89% EL: -10.24% FY: No Results SED: -5.25%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.A (State)	CAASPP Math - Percent of students who score proficient or above in CAASPP Math	Overall: 40.7% 3rd Grade: 62% 4th Grade: 36.9% 5th: 41.3% 6th Grade: 48% 7th Grade: 22% 8th Grade: 30% EL: 27.7% FY: No Results SED: 35.7% 2023 Dashboard	Overall: 37.50% 3rd Grade: 54.17 % 4th Grade: 48.89% 5th Grade: 33.33% 6th Grade: 26.32% 7th Grade: 42.59% 8th Grade: 18% EL: 0% FY: No Results SED: 29.73% 2024 Dashboard	Overall: 43.63% 3rd Grade: 62.50% 4th Grade: 69.05% 5th Grade: 36.17% 6th Grade: 41.30% 7th Grade: 29.79% 8th Grade: 24.45% EL: 5.88% FY: No Results SED: 32.74% 2025 Dashboard	Overall: 43% 3rd Grade: 67% 4th Grade: 40% 5th Grade: 45% 6th Grade: 53% 7th Grade: 27% 8th Grade: 35% EL: 30% FY: No Results SED: 38%	Overall: +2.93% 3rd Grade: +.5% 4th Grade: +32.15% 5th Grade: -5.13% 6th Grade: -6.7% 7th Grade: +7.79% 8th Grade: -5.55% EL: -21.82% FY: No Results SED: -2.96%
4. A (Local)	i-Ready Math - Percent of students who score proficient or above in i-Ready MATH	3rd: 54% 4th: 50% 5th: 45% 6th: 45% 7th: 30% 8th: 15% i-Ready MOY 2023-24	3rd: 41% 4th: 55% 5th: 52% 6th: 55% 7th: 26% 8th: 20% i-Ready MOY 2024-25	3rd: 31% 4th: 41% 5th: 69% 6th: 47% 7th: 36% 8th: 30% i-Ready MOY 2025-26	3rd: 59% 4th: 55% 5th: 50% 6th: 50% 7th: 35% 8th: 20%	3rd Grade: -23% 4th Grade: -9% 5th Grade: +24% 6th Grade: +2% 7th Grade: +6% 8th Grade: +15%
4.A (Local)	i-Ready ELA - Percent of students who score proficient or above in iReady ELA	3rd: 79% 4th: 44% 5th: 47% 6th: 49% 7th: 50% 8th: 25% i-Ready MOY 2023-24	3rd: 64% 4th: 62% 5th: 41% 6th: 39% 7th: 36% 8th: 40% i-Ready MOY 2024-25	3rd: 56% 4th: 45% 5th: 53% 6th: 39% 7th: 43% 8th: 28% i-Ready MOY 2025-26	3rd: 84% 4th: 40% 5th: 52% 6th: 54% 7th: 55% 8th: 30%	3rd Grade: -23% 4th Grade: +1% 5th Grade: +6% 6th Grade: -10% 7th Grade: -7% 8th Grade: +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 under Goal 1 were implemented as described in the adopted LCAP. These actions were aimed at ensuring equitable access to high-quality instructional materials, technology, and a broad course of study for all students.

We successfully implemented all actions associated with Goal 1. These efforts reflect JMC's ongoing commitment to ensuring that all students are supported in ELA , Mathematics, and Science achievement.

The data showed that 7th grade decreased significantly in their CAASPP reported outcomes for ELA and increased in reported outcomes for Math. In ELA, 7th graders decreased proficiency from 42.59% in 2024 to 29.79% in 2025, and in Math 7th graders increased in proficiency from 26% in 2024 to 36% in 2025. There was a significant change in 8th grade where students increased from 18% to 24.45% proficiency in ELA, and from 20% to 30% proficiency in Math.

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

There are no material differences for this goal.

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

Successes:
Curriculum and Assessment Alignment (Action 1.1): Through LEAP work with Orenda, JMC staff successfully aligned curriculum and assessment in ELA K-8, and in Math 7-8 to state standards. This facilitated high-quality instruction across all grade levels and content areas.

Review of Policies (Action 1.2): AST and SST processes were strengthened to ensure equitable access to intervention and resources at JMC.

Increase in Instructional Minutes (Action 1.3): JMC students were supported through access to an increase in instructional minutes to improve outcomes in academics.

Employment of highly qualified staff/facilities of good repair (Action 1.4): Certificated teaching positions were successfully filled, offering a broad and rigorous course of study to all students.

Challenges:
While the overall implementation was successful, JMC faced specific challenges in certificated teachers being out on leave and the challenges associated with needing to cover with long term teachers in the 2025-2026 school year.

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

None.

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	Curriculum & Assessment Alignment	Teachers will participate in curriculum and assessment alignment in ELA during the 2024-2025 school year, and in Math during the 2025-2026 school year. (Metrics: CAASPP ELA & Math & iReady ELA & Math)	$20,000.00	No Yes
1.2	Equitable Access	A review of policies and practices to dismantle inequities and provide equal access to educational programs, resources, and opportunities for all students. (Metrics: CAASPP ELA & Math & iReady ELA & Math)	$5,000.00	No
1.3	Instructional Time	Ongoing costs of minutes and days exceeding the minimum requirements to support student achievement. (Metric: CAASPP ELA & Math & iReady ELA & Math).	$630,388.00	Yes
1.4	Core Services	The Charter will provide highly qualified staff (certificated, classified, management) and maintain facilities in good repair.	$3,327,819.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Accelerate student learning with high expectations to increase student achievement for all subgroups.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

John McCandless data shows a number of subgroup students who are underperforming.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1. A (State)	CAASPP ELA Percent of students who score proficient or above in CAASPP ELA	Overall: 48.9% 3rd Grade: 58% 4th Grade: 42% 5th Grade: 50% 6th Grade: 55% 7th Grade: 37% 8th Grade: 46% EL: 22% FY: No Results SED: 48.7% 2023 Dashboard	Overall: 46.81% 3rd Grade: 62.50% 4th Grade: 55.56% 5th Grade: 42.23% 6th Grade: 36.84% 7th Grade: 57.41% 8th Grade: 25% EL: 0% FY: No Results SED: 36% 2024 Dashboard	Overall: 53.09% 3rd Grade: 56.25% 4th Grade: 69.05% 5th Grade: 46.81% 6th Grade: 52.17% 7th Grade: 46.81% 8th Grade: 48.89% EL: 11.76% FY: No Results SED: 43.45% 2025 Dashboard	Overall: 53% 3rd Grade: 63% 4th Grade: 47% 5th Grade: 55% 6th Grade: 60% 7th Grade: 42% 8th Grade: 51% EL: 25% FY: No Results SED: 52%	Overall: +4.19% 3rd Grade: -1.75% 4th Grade: +27.05% 5th Grade: -3.19% 6th Grade: -2.83% 7th Grade: +9.81% 8th Grade: +2.89% EL: -10.24% FY: No Results SED: -5.25%
2.2. A (State)	CAASPP Math Percent of students who score proficient or above in CAASPP Math	Overall: 40.7% 3rd Grade: 62% 4th Grade: 36.9% 5th: 41.3%	Overall: 37.50% 3rd Grade: 54.17 % 4th Grade: 48.89%	Overall: 43.63% 3rd Grade: 62.50% 4th Grade: 69.05% 5th Grade: 36.17%	Overall: 43% 3rd Grade: 67% 4th Grade: 40% 5th Grade: 45%	Overall: +2.93% 3rd Grade: +.5% 4th Grade: +32.15%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		6th Grade: 48% 7th Grade: 22% 8th Grade: 30% EL: 27.7% FY: No Results SED: 35.7% 2023 Dashboard	5th Grade: 33.33% 6th Grade: 26.32% 7th Grade: 42.59% 8th Grade: 18% EL: 0% FY: No Results SED: 29.73% 2024 Dashboard	6th Grade: 41.30% 7th Grade: 29.79% 8th Grade: 24.45% EL: 5.88% FY: No Results SED: 32.74% 2025 Dashboard	6th Grade: 53% 7th Grade: 27% 8th Grade: 35% EL: 30% FY: No Results SED: 38%	5th Grade: -5.13% 6th Grade: -6.7% 7th Grade: +7.79% 8th Grade: -5.55% EL: -21.82% FY: No Results SED: -2.96%
2.3. A (Local)	i-Ready ELA Percent of students who score proficient or above in iReady ELA	3rd: 79% 4th: 44% 5th: 47% 6th: 49% 7th: 50% 8th: 25% i-Ready MOY 2023-24	3rd: 64% 4th: 62% 5th: 41% 6th: 39% 7th: 36% 8th: 40% i-Ready MOY 2024-25	3rd: 56% 4th: 45% 5th: 53% 6th: 39% 7th: 43% 8th: 28% i-Ready MOY 2025-26	3rd: 84% 4th: 40% 5th: 52% 6th: 54% 7th: 55% 8th: 30%	3rd Grade: -23% 4th Grade: +1% 5th Grade: +6% 6th Grade: -10% 7th Grade: -7% 8th Grade: +3%
2.4. A (Local)	i-Ready Math Percent of students who score proficient or above in iReady Math	Winter 2023 3rd: 54% 4th: 50% 5th: 45% 6th: 45% 7th: 30% 8th: 15% i-Ready MOY 2023-24	3rd: 41% 4th: 55% 5th: 52% 6th: 55% 7th: 26% 8th: 20% i-Ready MOY 2024-25	3rd: 31% 4th: 41% 5th: 69% 6th: 39% 7th: 36% 8th: 30% i-Ready MOY 2025-26	3rd: 59% 4th: 55% 5th: 50% 6th: 50% 7th: 35% 8th: 20%	3rd Grade: -23% 4th Grade: -9% 5th Grade: +24% 6th Grade: +2% 7th Grade: +6% 8th Grade: +15%

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 under Goal 2 were implemented with fidelity, focusing on strategies that support high expectations and accelerated learning for all student groups. Efforts were centered around data-informed instruction, extended learning opportunities, curriculum alignment, and specialized supports for students with disabilities.

Goal 2 was fully implemented with a clear focus on accelerating student learning and increasing achievement for all student groups. Through the effective use of benchmark assessments, expanded learning opportunities, targeted curriculum alignment, and dedicated support for students with special needs, JMC made substantial progress in 8th grade ELA and Math CAASPP outcomes. While minor adjustments were needed, particularly in the areas of assessment monitoring and special education programming, the intent and impact of each action remained aligned to the articulated goal of academic growth for all.

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

There are no material differences for this goal.

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

Successes:
Systems of Support (Action 2.1): JMC successfully implemented Amplify (DIBELS) and i-Ready platforms to monitor student progress. Assessment data was collected regularly and used by educators to inform and adjust instruction in real-time. The addition of a full-time intervention teracher also attributed to improved students outcomes for students with greater academic needs. This data-driven approach and added intervention support contributed to improved instructional responsiveness and targeted interventions.

Monitoring of Student Progress (Action 2.2): Academic intervention was provided through a system of monitoring student progress with iReady and Amplify data providing ELA and Math progress from the fall to winter academic period.

Summer Programs (Action 2.3): Academic intervention was provided through a fully implemented summer school program for students in grades TK–8 during the summer of 2025. The program was well-attended and supported continued academic growth, particularly for students needing additional time and support to master grade-level standards.

Curriculum Alignment (Action 2.4): Significant progress was made in aligning districtwide ELA curriculum for grades K–8 and math curriculum for grades 7–8. These efforts were primarily supported through the LEAP (Learning, Equity, and Achievement Plan) initiative, with a strong emphasis on ensuring all students, including English Learners, received rigorous, grade-level instruction. Additionally, district assessments

were developed to monitor progress for the upcoming 2025–26 school year, building a solid foundation for ongoing instructional alignment and evaluation.

Challenges:
While all actions were implemented as planned, there were a few implementation-related challenges:

Systems of Support (Action 2.1): LEAP Cycle Assessments show a decline in ELA growth among English Learners.

Curriculum Alignment Monitoring (Action 2.3): Although instructional alignment efforts were implemented, the platforms for assessing the impact of this work—particularly new districtwide assessments—were changed from Lennections to Formative during the current year. As such, while instruction was aligned, comprehensive monitoring of its impact on student learning outcomes will continue in the 2025–26 school year.

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Systems of Support	Define and provide clear systems of support in academics, behavior, and social emotional support for students (Metric: CAASPP ELA, Math data).	$1,000.00	No
2.2	Monitoring of Student Progress	Teachers will be provided access to benchmark assessments to monitor student progress and adjust instruction accordingly to improve academic performance. (Metrics: i-Ready ELA, i-Ready Math)	$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	Summer Programs	Summer Programs will be implemented to provide academic intervention. (Metrics: CAASPP ELA, CAASPP Math, i-Ready ELA, i-Ready Math)	$12,000.00	Yes
2.4	Curriculum Alignment	Curriculum alignment will take place in both ELA and Math to ensure all students receive grade level instruction. (Metrics: CAASPP ELA, CAASPP Math, i-Ready ELA, i-Ready Math)	$153,850.00	Yes
2.5	Student Academic Intervention	LREBG Action Provide a 50% reading intervention teacher to support JMC by delivering targeted reading support to struggling primary students. Early literacy is a critical foundation for long-term academic success. By assigning a dedicated reading intervention teacher, the site can ensure that students who are not yet meeting grade-level reading benchmarks receive focused, small-group instruction designed to accelerate their progress. This support is especially vital at schools without access to Title I resources, helping to close opportunity gaps and promote equity in learning outcomes. Supporting Research: Lonigan, C. J., & Shanahan, T. (2009). Developing Early Literacy: Report of the National Early Literacy Panel. National Institute for Literacy. This report emphasizes that early literacy skills, such as phonemic awareness and vocabulary, are critical predictors of later academic success. Allowable Use of funds: EC Section 32526(c)(2)(B)(i) Metrics being used to monitor the action: Metric 2.4 LREBG Funds supporting this action: $70,000 per year through 2027–28	$71,750.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Cultivate safe, engaging, and inclusive classrooms, schools to support the whole child.	Broad Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The goal of improving the safety, engagement, and inclusivity of students at John McCandless is reflected in the needs from our data, coupled by the beliefs of our educational partners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5. B (State)	Absenteeism - California Dashboard Chronic Absenteeism Data (Percent of students chronically absent)	21.8% 2023 Dashboard	16.2% 2024 California Dashboard	20.1% 2025 California Dashboard	18%	-1.7%
6. A (State)	Suspension - California Dashboard Suspension Data (Percent of students suspended one or more days	4.3% 2023 Dashboard	3.6% 2024 California Dashboard	3.4% 2025 California Dashboard	3.5 %	-0.9%
6. C (Local)	Youth Truth Survey - Youth Truth Survey- Percent Positive Responses	Elementary: Engagement 80% Academic Challenge 30% Relationships 63% Culture 20%	Elementary: Engagement 80% Academic Challenge 20% Relationships 64% Culture 13%	Elementary: Engagement 94% Academic Challenge 40% Relationships 87% Culture 39%	Elementary: Engagement 82% Academic Challenge 33% Relationships 65% Culture 25%	Elementary: Engagement +14% Academic Challenge +10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Belonging 21% Instructional Methods 51% Middle: Engagement 35% Academic Challenge 55% Relationships 40% Culture 21% YouthTruth Winter 2024	Belonging 17% Instructional Methods 57% Middle: Engagement 38% Academic Challenge 54% Relationships 37% Culture 29% YouthTruth Winter 2025	Belonging 32% Instructional Methods 76% Middle: Engagement 22% Academic Challenge 30% Relationships 25% Culture 16% YouthTruth Winter 2026	Belonging 25% Instructional Methods 54% Middle: Engagement 40% Academic Challenge 58% Relationships 45% Culture 25%	Relationships +24% Culture +19% Belonging +11% Instructional Methods +25% Middle: Engagement -13% Academic Challenge -25% Relationships -15% Culture -5%

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.

Overall Implementation of Actions:

All planned actions under Goal 3 were implemented as described in the adopted LCAP. These actions were designed to promote school safety, foster inclusive and engaging environments, support social-emotional well-being, and ensure all students and families feel connected to their school communities.

JMC successfully implemented all actions associated with Goal 3, reinforcing its commitment to the whole child by creating safe, inclusive, and engaging learning environments. Through strategic staffing, data-informed planning, expanded mental health supports, and efforts to build strong partnerships with families, the charter made meaningful progress. Minor challenges were addressed through adaptive solutions, ensuring that the implementation remained aligned with the goal of supporting every student's academic and social-emotional success.

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.

Material differences for goal 3 included the following:
Action 3.3: Professional development: JMC did not expend the budgeted amount for professional development during the 2025-2026 school year.

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

Successes:
Systems Alignment (Action 3.1): Suspensions were reduced in the 2024-2025 school year.

Annual Surveys and Feedback (Action 3.2): The YouthTruth survey was administered in February 2026 to students, families, and staff. The results were thoroughly reviewed and directly influenced the development of the JMC LCAP goals. This feedback loop helped ensure JMC was responsive to the needs of its school community. JMC had a 92% Family completion rate.

Professional Development (Action 3.3): JMC provided professional development as planned in areas of PBL and LEAP during the 2025-2026 school year.

Parent Engagement (Action 3.4): JMC invested in parent engagement through the support of the site Attendance Team and bilingual interpreter. This individuals worked closely with school staff to provide meaningful opportunities and resources for families, ensuring accessibility and inclusion across all sites.

Counseling and Mental Health Services (Action 3.5): JMC maintained at least one full-time counselor. In addition, students had access to a school psychologist, contracted therapists and Board Certified Behavior Analysts (BCBAs), ensuring a broad spectrum of mental health and social-emotional support services. SEL curriculum was also implemented to support whole-child development across all grade levels.

Attendance and Engagement Support (Action 3.5): Targeted efforts to improve attendance were made at both the district and site levels. Strategies included parent education, positive incentive programs for students, Student Attendance Review Team (SART) and Student Attendance Review Board (SARB) meetings, and home visits by district staff. These proactive approaches contributed to increased student engagement and improved attendance patterns in several schools.

Professional Development for Equity and Access (Action 3.6): Professional development was consistently provided for teachers, school leaders, and counselors throughout the year. These trainings focused on curriculum alignment and guidance counseling practices, helping ensure students received equitable access to academic and social-emotional supports.

Special Education (Action 3.7): Funding for Special Education Services at JMC was successfully implemented to serve students TK-8.

Challenges:
All actions under Goal 3 were implemented as planned; however, some challenges were encountered during the process:

Chronics Absenteeism increased slightly from 16.2% in 2024 to 20.1% in 2025.

Balancing Mental Health Service Demand (Action 3.5) While access to counseling and mental health services was in place, the demand for services occasionally exceeded the availability of staff. This resulted in some delays in accessing support for students with high needs. Continued monitoring and expansion of contracted services with VCCS helped mitigate this challenge.

Engagement of Hard-to-Reach Families (Action 3.5): Although strong systems for parent engagement and communication were established, engaging certain families—particularly those who speak languages other than English or who face other access barriers—remained a challenge. The site Attendance Team and bilingual interpreter worked closely with JMC to improve outreach and ensure all families were aware of and able to access available resources.

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
3.1	Systems Alignment	Align and implement systems for supporting students around areas of identified need including chronic absenteeism, climate and culture at John McCandless. (Metric: Suspension rate, Chronic Absenteeism rate).	$2,000.00	No
3.2	Survey	Administer the Youth Truth Survey to students, families, and staff in addition to the California Healthy Kids Survey every other year. (Metric: Youth Truth Survey Data).	$500.00	No
3.3	Professional Development	JMC will provide teachers and leaders professional development focused on project based learning, access, and equity for all students to support student engagement. (Metric: Suspension rate, Chronic Absenteeism rate).	$172,756.00	Yes
3.4	Parent Engagement	JMC will provide site based parent engagement opportunities to ensure the engagement of all families. The district will provide support for parent engagement to ensure all families have access to resources and opportunities provided. (Metric: YouthTruth results)	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.5	Counseling and Mental Health Services	JMC students will be supported with a counselor to provide additional mental health services and social and emotional support, and provide/implement Social Emotional Learning (SEL) curriculum. (Metrics: Attendance Rate, Chronic Absenteeism rate)	$108,742.00	No
3.6	Professional Development - Teaching, Leeading, and Counseling	JMC will provide teachers, leaders, and counselors with professional development focused on curriculum and guidance alignment to ensure access, equity, and engagement for all students. (Metric: Suspension rate, Chronic Absenteeism rate).	$2,000.00	No
3.7	Special Education Services	John McCandless Charter will contract with Lincoln Unified School District to provide services to students with disabilities.	$216,060.00	No
3.8	Professional Development	LREBG Action Support all staff in creating a learning-conducive environment that makes children feel welcome and excited to come to school. Research consistently shows that a positive school climate contributes to improved student attendance, engagement, and academic achievement. By providing teachers with professional development, tools, and resources to build inclusive, welcoming classrooms, schools can foster a sense of belonging that encourages regular attendance and active participation. These supports help ensure that students feel safe, valued, and motivated to learn each day. Supporting Research: U.S. Department of Education. (2014). Guiding Principles: A Resource Guide for Improving School Climate and Discipline. Allowable use of funds: EC Section 32526(c)(2)(C) Metric being used to monitor the action: Metric 3.2 LREBG Funds supporting this action: $10,000 per year through 2027–28	$10,000.00	

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Provide quality leadership, teaching, and learning to ensure a premium education for all students to maximize students' academic achievement.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

John McCandless is committed to equity in education, prioritizing high quality learning experiences.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4. A (State)	CAASPP ELA Percent of students who score proficient or above in CAASPP ELA	Overall: 48.9% 3rd Grade: 58% 4th Grade: 42% 5th Grade: 50% 6th Grade: 55% 7th Grade: 37% 8th Grade: 46% EL: 22% FY: No Results SED: 48.7%	Overall: 46.81% 3rd Grade: 62.50% 4th Grade: 55.56% 5th Grade: 42.23% 6th Grade: 36.84% 7th Grade: 57.41% 8th Grade: 25% EL: 0% FY: No Results SED: 36% 2024 Dashboard	Overall: 53.09% 3rd Grade: 56.25% 4th Grade: 69.05% 5th Grade: 46.81% 6th Grade: 52.17% 7th Grade: 46.81% 8th Grade: 48.89% EL: 11.76% FY: No Results SED: 43.45% 2025 Dashboard	Overall: 53% 3rd Grade: 63% 4th Grade: 47% 5th Grade: 55% 6th Grade: 60% 7th Grade: 42% 8th Grade: 51% EL: 25% FY: No Results SED: 52%	Overall: +4.19% 3rd Grade: -1.75% 4th Grade: +27.05% 5th Grade: -3.19% 6th Grade: -2.83% 7th Grade: +9.81% 8th Grade: +2.89% EL: -10.24% FY: No Results SED: -5.25% SED: -12.7%
4. A (State)	CAASPP -Math	Overall: 40.7% 3rd Grade: 62% 4th Grade: 36.9%	Overall: 37.50% 3rd Grade: 54.17 %	Overall: 43.63% 3rd Grade: 62.50% 4th Grade: 69.05%	Overall: 43% 3rd Grade: 67% 4th Grade: 40%	Overall: +2.93% 3rd Grade: +.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent of students who score proficient or above in CAASPP Math	5th: 41.3% 6th Grade: 48% 7th Grade: 22% 8th Grade: 30% EL: 27.7% FY: No Results SED: 35.7% 2023 Dashboard	4th Grade: 48.89% 5th Grade: 33.33% 6th Grade: 26.32% 7th Grade: 42.59% 8th Grade: 18% EL: 0% FY: No Results SED: 29.73% 2024 Dashboard	5th Grade: 36.17% 6th Grade: 41.30% 7th Grade: 29.79% 8th Grade: 24.45% EL: 5.88% FY: No Results SED: 32.74% 2025 Dashboard	5th Grade: 45% 6th Grade: 53% 7th Grade: 27% 8th Grade: 35% EL: 30% FY: No Results SED: 38%	4th Grade: +32.15% 5th Grade: -5.13% 6th Grade: -6.7% 7th Grade: +7.79% 8th Grade: -5.55% EL: -21.82% FY: No Results SED: -2.96%
4. A (Local)	i-Ready-ELA Percent o of students who score proficient or above in i-Ready ELA	3rd: 79% 4th: 44% 5th: 47% 6th: 49% 7th: 50% 8th: 25% i-Ready Winter 2023-24	3rd: 64% 4th: 62% 5th: 41% 6th: 39% 7th: 36% 8th: 40% i-Ready MOY 2024-25	3rd: 56% 4th: 45% 5th: 53% 6th: 39% 7th: 43% 8th: 28% i-Ready MOY 2025-26	3rd: 84% 4th: 40% 5th: 52% 6th: 54% 7th: 55% 8th: 30%	3rd Grade: -23% 4th Grade: +1% 5th Grade: +6% 6th Grade: -10% 7th Grade: -7% 8th Grade: +3%
4. A (Local)	i-Ready-Math Percent of students who score proficient or above in iReady Math	3rd: 54% 4th: 50% 5th: 45% 6th: 45% 7th: 30% 8th: 15% i-Ready Winter 2023-24	3rd: 41% 4th: 55% 5th: 52% 6th: 55% 7th: 26% 8th: 20% i-Ready MOY 2024-25	3rd: 31% 4th: 41% 5th: 69% 6th: 47% 7th: 36% 8th: 30% i-Ready MOY 2025-26	3rd: 59% 4th: 55% 5th: 50% 6th: 50% 7th: 35% 8th: 20%	3rd Grade: -23% 4th Grade: -9% 5th Grade: +24% 6th Grade: +2% 7th Grade: +6% 8th Grade: +15%
4. E (State)	ELPI - EL Reclassification Rates Percent of EL reclassified as English	25.5% 2023 ELPI	23% 2024 ELPI	10% 2025 ELPI	30%	-15.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Language proficient as measured by the ELPAC					
7 (Local)	Professional Development Percent of teachers who have participated in professional development related to Project Based Learning, curriculum and assessments.	80% 2023-24 PD Attendance	100% 2024-2025 PD Attendance PBL world & LEAP trainings	100% 25-26 PD Attendance PBL world, PBL training & LEAP trainings	100%	+20%

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.

JMC made progress toward achieving Goal 4 by ensuring that students had access to high-quality instruction delivered by well-qualified educators. All planned actions were implemented, and all teachers participated in PBL professional development, and LEAP PD which continue to be focus areas for in the upcoming school year.

JMC effectively implemented the majority of planned actions under Goal 4, resulting in high levels of PD around ELA with coordinated LEAP work. This work resulted in a clear plan for teaching and assessment focused on state standards and has been fully implemented in the 2025-2026 school year, while working with Orenda Education to align teaching and assessment with state ELA standards. The one area identified for future focus is to continue ongoing professional development opportunities for PBL, a major focus at JMC. By addressing this need, JMC will continue its forward momentum in delivering a premium educational experience for all students.

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

Action 4.4: Guided planning & matrix math development: JMC did not expend the budgeted amount for action 4.4 during the 2025-2026 school year.

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

Successes:

Professional Development (Action 4.1): Professional development was provided across to JMC staff to support implementation of the LEAP Cycle Assessments for ELA. This included extensive analysis and coaching in Data Review Sessions after each cycle completion. These opportunities equipped teachers with tools to deliver rigorous, standards-aligned ELA instruction. Training was conducted in collaboration with Orenda Education, focusing on equitable access and best practices in ELA cycle instruction. Teachers and administrators received targeted professional development and coaching to support teachers through this process. This work was facilitated through the district's LEAP initiative. These efforts focused on ensuring all student instruction was aligned and taught to specific grade level standards. in ELA

Assessment (Action 4.2): In addition to the professional development offered to JMC teachers around curriculum and assessment implementation, PD and support was offered through District Wide Collaboration, principal led Data Review Sessions, and support through LEAP teachers.

Challenges:
While district LEAP ELA Cycle Assessments help align outcomes, implementation of targeted cycle instruction continues to be an area of continued growth. The 2026-2027 year will support this need with continued focus on LEAP standards instruction and standards aligned expectations.

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
4.1	Professional Development	Provide all teachers and administrators with professional development and coaching to support curriculum instruction and assessment. (Metric: Percent of teachers receiving professional development).	$1,000.00	No
4.2	Assessment	Teachers will be provided access to benchmark assessments to monitor student progress and adjust instruction accordingly to improve academic performance. (Metrics: i-Ready ELA, i-Ready Math)	$1,500.00	No

Action #	Title	Description	Total Funds	Contributing
4.3	PBL Training	LREBG Action Provide Professional Development specific to JM Charter goals. Research Based: Wei, R. C., Darling-Hammond, L., Andree, A., Richardson, N., & Orphanos, S. (2009). Professional Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Abroad. National Staff Development Council. Allowable Under: EC Section 32526(c)(2)(B)(vi) Metric(s) being used to monitor the action: CAASPP ELA & Math LREBG Funds supporting this action: $1,000 per year through 2027–28	$1,000.00	
4.4	Guided Planning & Math Matrix Development	LREBG Funding: Fund 2 days of pre-service PD supporting LEAP Work at the start of the 2025-2026 school year. (Metric: Percent of teachers receiving professional development). Specific focus on ELA guided planning and launching Math matrix development. Supporting Research: Wei, R. C., Darling-Hammond, L., Andree, A., Richardson, N., & Orphanos, S. (2009). Professional Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Abroad. National Staff Development Council. https://learningforward.org/wp-content/uploads/2009/12/nsdcstudy2009.pdf Allowable Use of funds: EC Section 32526(c)(2)(B)(vi) Cost: $25,000 per year through 2027028	$25,000.00	

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Include families and community and create learning environments worthy of our students to ensure students want to attend and feel safe at school.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

John McCandless prides itself in actively involving families in the education of their children. By engaging families in their children's education, families can be included in a partnership to ensure all students can be successful. JMC is committed to elevating the educational experience for students by striving to create learning environments that are worthy of its students, ensuring that every student has the opportunity to reach their full potential and thrive academically, socially, and emotionally.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5. B (State)	Chronic Absenteeism - Percent of students Chronically Absent	Overall: 21.8% EL: 18.4% FY: 100% SED: 28.6% 2023 Dashboard	Overall: 16.2% EL: 15% FY: N/A SED: 20.7% 2024 Dashboard	Overall: 20.1% EL: 18.8% FY: N/A SED: 25.6% 2025 Dashboard	Overall: 18% EL: 22% FY: 70% SED: 23%	-1.7%
6. A (State)	Suspension Rate- Percent of students suspended one or more time	4.3% 2023 Dashboard	3.2% 2024 Dashboard	3.4% 2025 Dashboard	3.5 %	-0.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6. B (State)	Expulsion Rate - Percent of students expelled	0.8% 2023 DataQuest	0%	0%	0.5%	0.8%
6. C (Local)	Youth Truth Survey - Percent Positive Responses	Elementary: Engagement 80% Academic Challenge 30% Relationships 63% Culture 20% Belonging 21% Instructional Methods 51% Middle: Engagement 35% Academic Challenge 55% Relationships 40% Culture 21% YouthTruth Winter 2024	Elementary: Engagement 80% Academic Challenge 20% Relationships 64% Culture 13% Belonging 17% Instructional Methods 57% Middle: Engagement 38% Academic Challenge 54% Relationships 37% Culture 29% YouthTruth Winter 2025	Elementary: Engagement 94% Academic Challenge 40% Relationships 87% Culture 39% Belonging 32% Instructional Methods 76% Middle: Engagement 22% Academic Challenge 30% Relationships 25% Culture 16% YouthTruth Winter 2026	Elementary: Engagement 82% Academic Challenge 33% Relationships 65% Culture 25% Belonging 25% Instructional Methods 54% Middle: Engagement 40% Academic Challenge 58% Relationships 45% Culture 25%	Elementary: Engagement +14% Academic Challenge +10% Relationships +24% Culture +19% Belonging +11% Instructional Methods +25% Middle: Engagement -13% Academic Challenge -25% Relationships -15% Culture -5%

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.

Overall Implementation of Actions:

JMC made progress in implementing actions aligned to Goal 5, with most actions carried out as planned. These efforts were ongoing, there was a slight increase in chronic absenteeism, however, the suspension rate showed a decrease at the charter.

An area to focus on continues to be parent /family engagement. Looking at reaching parents and families in more creative ways will be an area we will continue to make improvements in for the 2025-2026 school year.

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

There are no material differences for this goal.

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

Successes:

Positive Behavioral Supports and Restorative Practices (Action 5.2): Significant emphasis was placed on Positive Behavioral Interventions and Supports (PBIS) as well as restorative practices across all grade levels. Overall, these approaches have contributed to improved our school climate and greater consistency in promoting inclusive, respectful environments. The school PBIS Committee supports staff to build capacity in this area.

Challenges:
Parent/family education needs to be present and consistent. Although PBIS efforts were seen as positive impacts on our school, we continue to see the challenges of parent and family academic engagement, and student behaviors during recess and unstructured times. We will continue to place emphasis on improvement in these areas. (Action 5.1)

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.

No changes have been made to the goal, metrics, target outcomes, or actions for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Parent Educator	A Parent Educator will work with the families of young children, providing resources and support around school readiness and focusing on the importance of school attendance in TK and Kindergarten. (Metrics: Chronic Absenteeism Rates, YouthTruth Data)	$1,500.00	No

Action #	Title	Description	Total Funds	Contributing
5.2	Behavioral Supports	Prioritize restorative practices and positive behavioral intervention supports by building on staff capacity to promote diversity, equity and inclusion. (Metrics: Chronic Absenteeism, Suspension & Expulsion rates).	$52,000.00	No

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

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
$819,609	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
17.465%	0.000%	$0.00	17.465%

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:** Curriculum & Assessment Alignment **Need:** ELA/MATH scores reflect the need for all students to perform at a higher rate of proficiency **Scope:**	Curriculum Alignment will support teachers with a focus on teaching and assessment of essential standards reflected in Common Core standards and assessed in CAASPP assessments.	CAASPP ELA CAASPP MATH

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		
1.3	**Action:** Instructional Time **Need:** Additional Instructional Minutes to serve students and improve academic achievment **Scope:** LEA-wide	All students show the need for improvement in academics	CAASPP ELA CAASPP MATH CAST i-Ready
2.3	**Action:** Summer Programs **Need:** Academic improvement in ELA/Math **Scope:** LEA-wide Schoolwide	Additional Instructional time for accelerated learning	CAASPP ELA CAASPP MATH i-Ready
2.4	**Action:** Curriculum Alignment **Need:** **Scope:** LEA-wide Schoolwide		
3.3	**Action:**	Professional Development for teachers	CAASPP ELA

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
	Professional Development **Need:** Improvement in attendance **Scope:** Schoolwide		CAASPP MATH CAST

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.3	**Action:** Summer Programs **Need:** Academic improvement for English Learner Students, Foster Youth, Low Income **Scope:** Limited to Unduplicated Student Group(s)	Additional Instructional time for accelerated learning for unduplicated students	CAASPP ELA CAASPP MATH CAST i-Ready
3.3	**Action:** Professional Development **Need:** Improvement in Academics in ELA, Math, Science	Focused PD on how to support needs of unduplicated students	CAASPP ELA CAASPP MATH CAST i-Ready

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

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.

N/A - John McCandless is a single-school Charter

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

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	4692898	819,609	17.465%	0.000%	17.465%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,711,115.00	$107,750.00	$0.00	$0.00	$4,818,865.00	$4,429,259.00	$389,606.00

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	Curriculum & Assessment Alignment	All	No Yes	LEA-wide		All Schools Specific Schools: John McCandless		$0.00	$20,000.00	$20,000.00				$20,000.00	
1	1.2	Equitable Access	All	No			All Schools Specific Schools: John McCandless		$0.00	$5,000.00	$5,000.00				$5,000.00	
1	1.3	Instructional Time	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: John McCandless	Ongoing	$630,388.00	$0.00	$630,388.00				$630,388.00	
1	1.4	Core Services	All	No			All Schools Specific Schools: John McCandless		$3,327,819.00	$0.00	$3,327,819.00				$3,327,819.00	
2	2.1	Systems of Support	All	No			All Schools Specific Schools: John McCandl		$0.00	$1,000.00	$1,000.00				$1,000.00	

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
							ess									
2	**2.2**	Monitoring of Student Progress	All	No			All Schools Specific Schools: John McCandless		$0.00	$2,000.00	$2,000.00				$2,000.00	
2	**2.3**	Summer Programs	English Learners Foster Youth Low Income	Yes	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: John McCandless		$11,000.00	$1,000.00	$12,000.00				$12,000.00	
2	**2.4**	Curriculum Alignment	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: JMCJohn McCandless		$0.00	$153,850.00	$153,850.00				$153,850.00	
2	**2.5**	Student Academic Intervention	All	No			All Schools	Annual	$71,750.00	$0.00		$71,750.00			$71,750.00	
3	**3.1**	Systems Alignment	All	No			All Schools Specific Schools: John McCandless		$0.00	$2,000.00	$2,000.00				$2,000.00	
3	**3.2**	Survey	All	No			All Schools Specific Schools: John McCandless		$0.00	$500.00	$500.00				$500.00	
3	**3.3**	Professional Development	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: John McCandl		$0.00	$172,756.00	$172,756.00				$172,756.00	

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
							ess CAASPP scores in ELA, Math, Science									
3	**3.4**	Parent Engagement	All	No			All Schools Specific Schools: John McCandless		$0.00	$1,000.00	$1,000.00				$1,000.00	
3	**3.5**	Counseling and Mental Health Services	All	No			All Schools Specific Schools: John McCandless		$108,742.00	$0.00	$108,742.00				$108,742.00	
3	**3.6**	Professional Development - Teaching, Leeading, and Counseling	All	No			All Schools Specific Schools: John McCandless		$0.00	$2,000.00	$2,000.00				$2,000.00	
3	**3.7**	Special Education Services	All	No			All Schools Specific Schools: John McCandless		$216,060.00	$0.00	$216,060.00				$216,060.00	
3	**3.8**	Professional Development						Annual	$10,000.00	$0.00		$10,000.00			$10,000.00	
4	**4.1**	Professional Development	All	No			All Schools Specific Schools: John McCandless		$0.00	$1,000.00	$1,000.00				$1,000.00	
4	**4.2**	Assessment	All	No			All Schools Specific Schools: John McCandl		$0.00	$1,500.00	$1,500.00				$1,500.00	

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
							ess									
4	**4.3**	PBL Training						Annual	$0.00	$1,000.00		$1,000.00			$1,000.00	
4	**4.4**	Guided Planning & Math Matrix Development						Ongoing	$0.00	$25,000.00		$25,000.00			$25,000.00	
5	**5.1**	Parent Educator	All	No			All Schools Specific Schools: John McCandless		$1,500.00	$0.00	$1,500.00				$1,500.00	
5	**5.2**	Behavioral Supports	All	No			All Schools Specific Schools: John McCandless		$52,000.00	$0.00	$52,000.00				$52,000.00	
5							Specific Schools: John McCandless									

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
4692898	819,609	17.465%	0.000%	17.465%	$988,994.00	0.000%	21.074 %	**Total:**	$988,994.00
								LEA-wide Total:	$816,238.00
								Limited Total:	$12,000.00
								Schoolwide Total:	$338,606.00

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**	Curriculum & Assessment Alignment	Yes	LEA-wide		All Schools Specific Schools: John McCandless	$20,000.00	
1	**1.3**	Instructional Time	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: John McCandless	$630,388.00	
2	**2.3**	Summer Programs	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: John McCandless	$12,000.00	
2	**2.4**	Curriculum Alignment	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: JMC	$153,850.00	
3	**3.3**	Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: John McCandless CAASPP scores in	$172,756.00	

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 (%)
						ELA, Math, Science		

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,421,221.00	$4,552,321.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Curriculum & Assessment Alignment	Yes	$12,000	$20,000
1	**1.2**	Equitable Access	No	$5,000.00	$5,000
1	**1.3**	Instructional Time	Yes	$630,388.00	$630,388
1	**1.4**	Core Services	No	$3,244,323	$3,244,323
2	**2.1**	Systems of Support	No	$1,000.00	$1,000
2	**2.2**	Monitoring of Student Progress	No	$2,000.00	$2,000
2	**2.3**	Summer Programs	Yes	$6,000.00	$8,000
2	**2.4**	Curriculum Alignment	No	$6,000	$11,000
2	**2.5**	Student Academic Intervention		$70,000.00	$72,000
3	**3.1**	Systems Alignment	No	$2,000.00	$2,000

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	Survey	No	$500.00	$500.00
3	3.3	Professional Development	Yes	$45,000	$95,000
3	3.4	Parent Engagement	No	$1,000.00	$1,000
3	3.5	Counseling and Mental Health Services	No	$106,090.00	$106,090
3	3.6	Professional Development - Teaching, Leeading, and Counseling	No	$2,000.00	$2,000
3	3.7	Special Education Services	No	$205,520	$205,520
3	3.8	Professional Development		$5,900	$18,000
4	4.1	Professional Development	No	$1,000.00	$1,000
4	4.2	Assessment	No	$1,500.00	$1,500
4	4.3	PBL Training		$1,000.00	$1,000
4	4.4	Guided Planning & Math Matrix Development		$25,000.00	$75,000
5	5.1	Parent Educator	No	1000	$1,000
5	5.2	Behavioral Supports	No	47,000	$49,000

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)
670458	$693,388.00	$778,388.00	($85,000.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Curriculum & Assessment Alignment	Yes	$12,000	$45,000		
1	1.3	Instructional Time	Yes	$630,388.00	$630,388		
2	2.3	Summer Programs	Yes	$6,000	$8,000		
3	3.3	Professional Development	Yes	$45,000	$95,000		

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)
4562353	670458	0	14.695%	$778,388.00	0.000%	17.061%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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