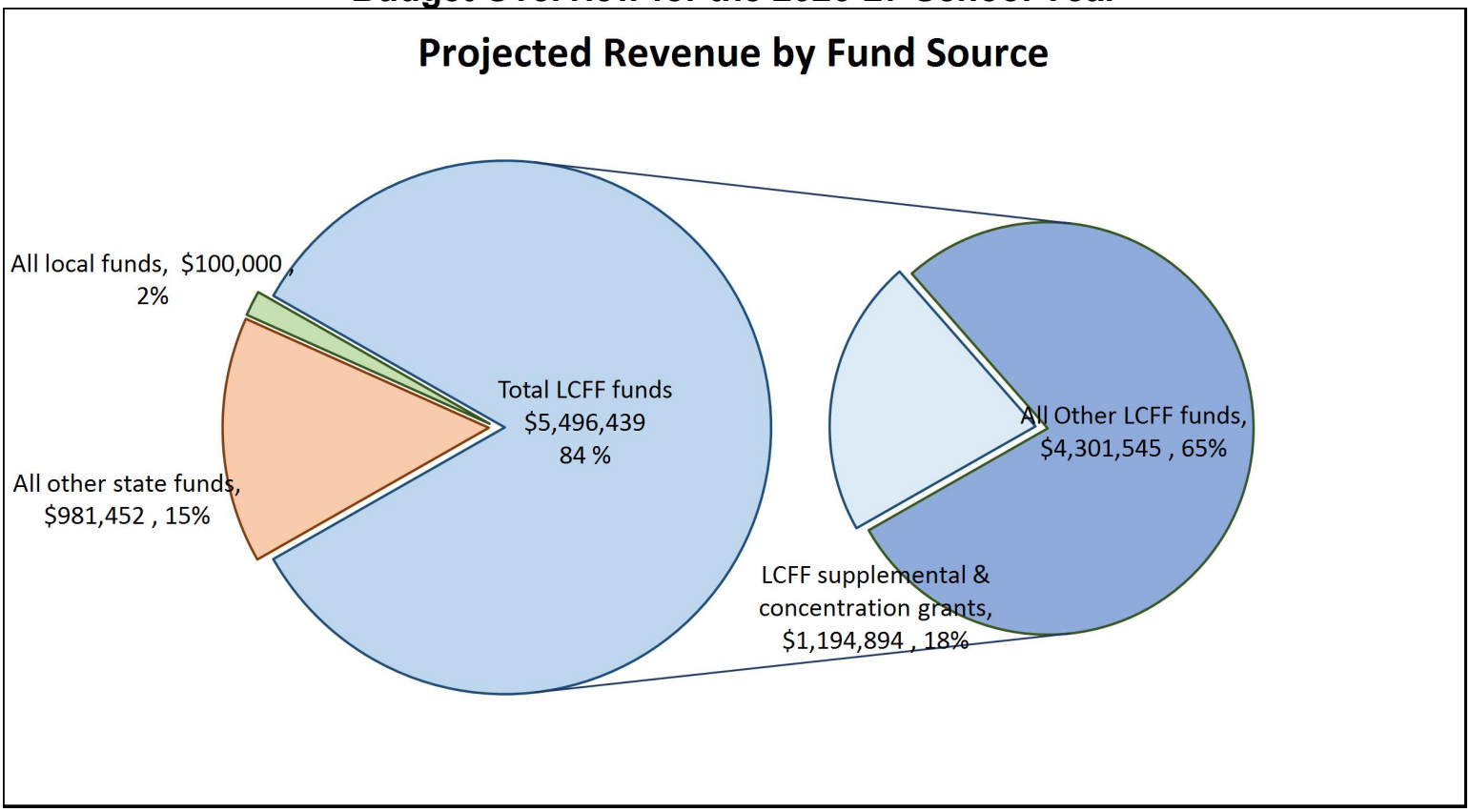
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Joe Serna Jr. Charter School
CDS Code: 39685856117675
School Year: 2026-27
LEA contact information:
Alejandra Estrada
Principal
alestrada@lodiusd.net
209-331-7809

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



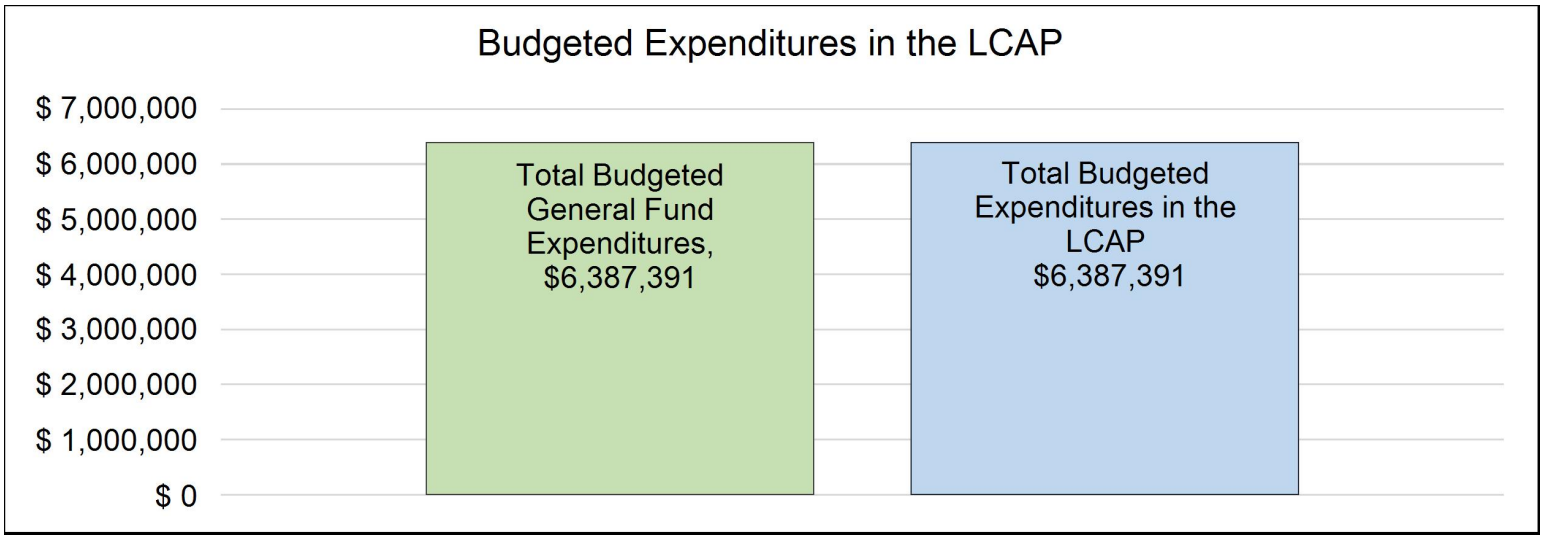
This chart shows the total general purpose revenue Joe Serna Jr. Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Joe Serna Jr. Charter School is $6,577,891, of which $5,496,439 is Local Control Funding Formula (LCFF), $981,452 is other state funds, $100,000 is local funds, and $ is federal funds. Of the $5,496,439 in LCFF Funds, $1,194,894 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 Joe Serna Jr. Charter School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Joe Serna Jr. Charter School plans to spend $6,387,391 for the 2026-27 school year. Of that amount, $6,387,391 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Year 2 Learning Recovery Block Grant funding is included along with carryover funds from prior year that were not spent.

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

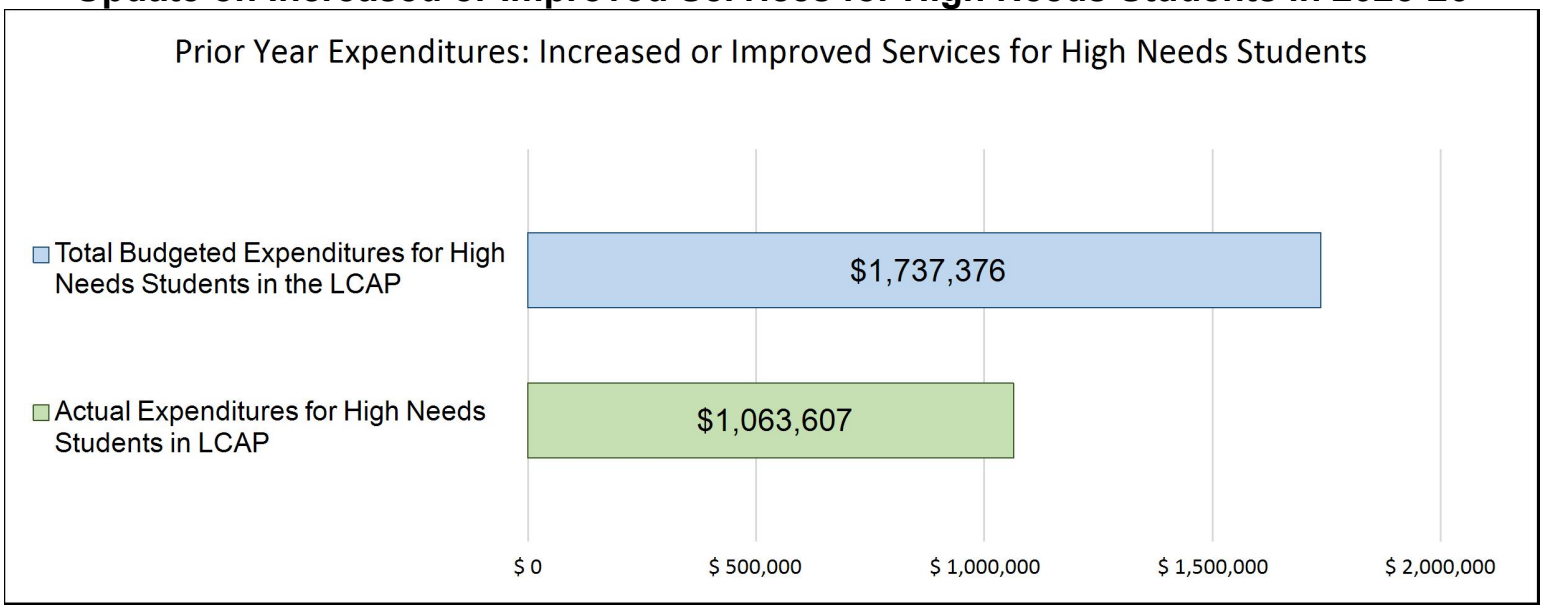
In 2026-27, Joe Serna Jr. Charter School is projecting it will receive $1,194,894 based on the enrollment of foster youth, English learner, and low-income students. Joe Serna Jr. Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Joe Serna Jr. Charter School plans to spend $1,696,922 towards meeting this requirement, as described in the LCAP.

Although the amount budgeted to increase or improve services for high-needs students is less than the projected supplemental and concentration grant revenues for 2026–27, the LEA is meeting the proportionality requirement through additional schoolwide actions that are principally directed toward and effective in improving outcomes for unduplicated pupils. These actions include implementation of a dual language instructional program that supports English learners in achieving bilingualism, biliteracy, and academic success; maintaining extended day kindergarten to strengthen early literacy, language development, and foundational academic skills; providing school counseling services to address students' social-emotional, behavioral, and attendance needs; and offering in school and after-school intervention that provide targeted academic support in literacy and mathematics. Collectively, these services increase access, engagement, and achievement for English learners, low-income

students, and foster youth.

LCFF Budget Overview for Parents

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



This chart compares what Joe Serna Jr. Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Joe Serna Jr. Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Joe Serna Jr. Charter School's LCAP budgeted $1,737,376 for planned actions to increase or improve services for high needs students. Joe Serna Jr. Charter School actually spent $1,063,607 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $673,769 had the following impact on Joe Serna Jr. Charter School’s ability to increase or improve services for high needs students:

The total actual expenditures for the planned actions and services were less than the total budgeted amount due to factors such as staffing vacancies, cost savings in contracted services, or delays in implementation timelines. Despite spending less than budgeted, the core actions and services were still delivered effectively, and high needs students continued to receive targeted support. While some enhancements or expansions of services may have been limited by the reduced expenditure, the overall impact on increased or improved services was minimal, and efforts remain focused on maximizing available resources to meet student needs. Unused funds will be reassessed to strengthen support strategies moving forward.

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
Joe Serna Jr. Charter School	Alejandra Estrada Principal	alestrada@lodiusd.net 209-331-7809

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.

Joe Serna Jr. Charter School (JSJCS) is a dependent charter school of Lodi Unified School District (LUSD). JSJCS is located at 4620 E. Acampo Rd., Acampo, CA. The staff of JSJCS provides a dual-language program in Spanish and English to approximately 389 TK-8 students. Students from all of LUSD attendance area and neighboring districts have the opportunity to enroll in JSJCS by following the criteria listed in the charter regulations which includes approximately 50% of the students enrolled speak English as their primary language the other 50% of the students speak Spanish as their primary language. We also do our best to have a balance of 50% girls and 50% boys in the classes. The balance promotes direct support in the acquisition of the second language. JSJCS has 33.9% of the students identified as English Learners. The school has 73.2% of the students identified as socio-economically disadvantaged. There are 0% of students who are Foster Youth.

The dual-language program provides great rigor for all TK-8 students. The overarching goal is that for students by the end of eighth grade are able to demonstrate the highest level of bilingual and bi-literate skills. JSJCS promotes the highest level of collaboration and communication between staff, students and parents. The program provides a high level of direct support to all students. Staff, students and parents feel valued in the small learning community. The average class size is 22-1. The small class size student to teacher ratio will assist all students in making academic progress as they are taught and learn in Spanish and English. New this upcoming 2026-2027 school year, JSJCS will add a second TK class with 20 students. The TK classes will follow the same dual language model that is currently in place.

During the 2025-2026 school year, the Learning Recovery Block Grant funds were well spent. A total of about $90,000 was spent out of the designated $150,000. During the 2025- 2026 school year funds were spent to create a calming room for students. the school counselors created a calming room for our students which provided an area for therapy groups, relaxation, emotional regulation and other therapeutic activities to enhance students' social emotional and academic learning needs. One of the school counselors provided 643 student sessions, 140 student drop-in sessions, 35 academic counseling sessions, 12 classroom sessions, and one crisis intervention. Our second school counselors provided 197 student sessions, 97 student drop-in sessions, 9 academic counseling sessions, 24 classroom sessions, and three crisis intervention.

In the next years, 2026-2027, we will spend the Learning Recovery Block Grant funding of about $210,000. Funds may be placed in Action 1.12, Social, Emotional, Academic Support to purchase additional items that will continue to support students' calming room. The counselors work with for our students in therapy groups, relaxation, emotional regulation and other therapeutic activities to enhance students' social emotional and academic learning needs. To utilize these state funds before expiring, the remaining balance of funds may be utilized to cover actions in Goals 1, 2, and 3 along with utilizing funds to support our two TK and two kindergarten classes.

Additionally, there may be a one-time change in funding for the 2026-2027 action 2.6 to cover costs with carryover LCFF concentration funds. In the following year, 2027-2028, action 2.6 cost will have a percentage funded with LCAP. Furthermore, for the carryover funds, will be distributed in actions 1.18 and 2.5.

Reflections: Annual Performance

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

Reflection is based on 2025 California School Dashboard, local performance indicators included in the LCFF Evaluation, local self-assessment tools, and educational partner's input. Based on the review of the 2025 California School Dashboard, Joe Serna Jr. Charter School (JSJCS) successes are seen in the areas of English Language Arts, Mathematics, Chronic Absenteeism, and Suspension Rate. English Language Arts data shows an increase of 8.2 points and 2 points above standard. There was success in Mathematics. Data showing a band level increase in Mathematics from Orange in 2024 to Yellow. There was 4.4 points increase. Chronic Absenteeism data shows a decline of 2.5%. Suspension Rate data shows a decline of 2.5%. Success was seen in our Suspension Rate which decreased due to many factors that were put into place. Student misconduct was addressed by the implementation of school wide Positive Behavioral Interventions and Support (PBIS) to support with reinforcing good behavior and early intervention, using alternatives to suspension such as behavioral contracts, Check-in/Check-Out system and on campus intervention where students have a structured environment to complete schoolwork. Furthermore, there was opportunity to identify and address root causes of behavior, student access to on-site mental health support, counselors, partnership with local counseling and teen center, and building partnerships with parents. Additionally, JSJCS met standards in the areas of - Basics: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; and Access to a Broad Course of Study.

DataQuest reports from 2024-2025 demonstrates the following: Reclassified Fluent English Proficient Students 13.6%, Suspension Rate is 1.3%, and Expulsion Rate is 0.0%

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CAASPP data from Smarter Balance Summative Assessments 3rd – 8th shows that for English Language Arts/Literacy, students who met or exceeded standard is 51.7%, there was about a 2.1% increase from prior years percentage of 49.6%. For Mathematics, students who met or exceeded standard is 37.2%, there was a 4% increase compared to prior years percentage of 33.2%.

Challenges based on a review of the 2025 California School Dashboard are seen in English Learner Progress which is in red. English Learner Progress Indicator (ELPI) shows that EL students are making 41.1% progress. There was a 14.6% decline. 40% of students maintained ELPI levels and 18.9% of students decreased at least one ELPI level. ELPAC data shows that 15.5%, previously in 2024 16.4%, of students are proficient Level 4 (Well Developed). 32.4% of students are proficient Level 3 (Moderately Developed). 28.4% of students are proficient Level 2 (Somewhat Developed). 23.7% of students are proficient Level 1 (Beginning to Develop). To address the needs of students in the area of English Learner Progress, JSJCS will focus on in class and after school academic intervention, progress monitor data from STAR Reading, professional development for all TK-8 staff, and instructional coaching support from district coaches and consultants from partnership companies.

Academic Performance in Mathematics is in yellow level. In Mathematics, students are 40.5 below standard. In 2024, students were 44.8 points below standard, which shows 4.4 points increase in 2025. This is being addressed by providing intervention groups in classrooms, afterschool intervention, and providing professional development to all staff. Furthermore, to address the needs of students in the area of mathematics JSJCS will focus on in class and after school academic intervention, continued implementation of i-Ready Math curriculum, providing professional development (PD) for all TK-8 staff, PD to teachers that directly aligns to curriculum, partnerships with Dual Language companies that focus on Dual Language Immersion programs to provide PD, and instructional coaching support from district math coaches and consultants from partnership companies.

Our primary focus is to provide a strong dual-language program and instruction to our TK-8 students in Spanish and English. We strive to assist students to attain grade level proficiency on specific content standards in both languages. Our approach is multi-faceted along with providing instruction and appropriately aligned materials. Our staff receives professional development on CA Common Core State Standards, high yield instructional strategies, English language development, best practices in providing a Spanish/English dual-immersion program, and technology. Staff will also have the opportunity to attend in-person and virtual conferences to enhance their skills and to learn about new strategies in bilingual education. Professional development ensures that all staff develop knowledge in the areas of curriculum, instruction and best teaching practices.

Along with good first teaching, high student engagement and high yield instruction, providing academic interventions are the focus. Interventions are provided to all TK-8 students based on the need in Spanish and or English during school hours and after school. Along with interventions, JSJCS is focused on supports that focus on student engagement to reduce a learning gap and ensuring an environment that focuses on the social-emotional well-being of students and staff. Counseling services will be offered to TK-8 students to learn strategies on how to self-regulate emotions. Students, staff, and parents were very appreciative that JSJCS allocates funding for counseling services. The social/emotional well-being of the JSJCS students is always a priority. These items may be accomplished through the use of year 2 Learning Recovery Block Grant funds as needed.

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.

Joe Serna Jr. Charter School is not identified as a CSI school.

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
Principal Chat Parent Meetings and Coffee with the Principal	Parents were invited to attend these meetings via e-mail, text messages, postings on Class Dojo, flyers, use of Smore Platform, and marquee message. At the meetings, updates about the LCAP are provided and an opportunity is provided to receive input and feedback.
PTA Meetings	Parents were invited to attend these meetings via e-mail, text messages, postings on Class Dojo, flyers, use of Smore Platform, and marquee message. At the meetings, updates about the LCAP are provided and an opportunity is provided to receive input and feedback.
JSJCS Advisory Committee Meetings	The JSJCS Advisory Committee Meeting meets five times a year and the LCAP is reviewed during these meetings. The Advisory Committee is given the opportunity to provide input and feedback. Messaging is sent out through email, posted on Smore Platform, marquee message. The Advisory Committee serves to provide feedback, encourage brainstorming, and make recommendations on school policies and procedures to ensure that the needs of all educational partners are considered as decisions are made and that they are consistent with JSJCS's Mission, Vision, and Values.
ELAC Meetings	Parents were invited to attend these meetings via e-mail, text messages, postings on Class Dojo, flyers, use of Smore Platform, and marquee message. At the meetings, updates about the LCAP are provided and an opportunity is provided to receive input and feedback.

Educational Partner(s)	Process for Engagement
Staff Meetings	Includes certificated and classified staff. At the meetings, updates about the LCAP are provided and an opportunity is provided to receive input and feedback.
Middle School Input Meeting	A meeting was scheduled to meet with 7th and 8th grade students which includes Student Council to obtain feedback on the LCAP. Time is set up with the teachers to hold meetings. Students are given an opportunity to provide input and feedback.

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

Staff, students and parents have various opportunities to provide input for the development and completion of the LCAP. Parents have opportunities to share their input and be engaged in the development of the LCAP by completing the Parent Climate Survey through the Thought Exchange platform. All are invited to attend Principal Chats, Coffee with the Principal which are held in English and Spanish, PTA meetings which are held in English and Spanish, JSJCS Advisory Committee Meetings, and ELAC meetings. The JSJCS Advisory Committee Meeting meets five times a year and topics from the LCAP are reviewed during these meetings. The Advisory Committee is given the opportunity to provide input and feedback. After making any recommended revisions to the JSJCS LCAP, the document is submitted to LUSD.

The JSJCS staff is invited to attend the meetings listed to provide input. Staff also have opportunities to provide input and feedback by completing the Staff Climate Survey through Thought Exchange and attending monthly staff meetings. Students have the opportunity to share their input by completing the school climate survey through Thought Exchange and Social emotional Learning survey through Panorama. Based on the in-person meeting with middle school students, they enjoy attending library and would like to see more books that are for their age group. Students would like to see more SWIM Bucks distribution from their teachers, more field trips, longer day in summer school, and they enjoy participating in afterschool intervention. Based on survey input, students value having access to our two counselors. Based on survey input and in-person meetings, staff would like to prioritize bilingual paraeducators in the classrooms for intervention support, additional days for school counselor, school counselors to provide professional development and strategies on how to deescalate student behavior, provide professional development to teachers and support staff that supports student learning, PBIS implementation utilizing SWIM Bucks and other incentives to support student behavior, assembly presentations by motivational speakers, and offer more enrichment opportunities like music or band for Middle School students to enhance engagement, learning, and well-being. This information supports goals and actions in our LCAP adoption. Next year, continue with in person student meetings with middle school students. The in-person meetings provided an opportunity to have engaging conversations that align with the topic of student learning, safety, engagement, and well-being. It's an opportunity for students to ask questions and share information.

The feedback from the various educational partner groups was genuine and transparent. The areas where all educational partner groups supported additional actions and or services are academic interventions during and after school, social-emotional supports for students and staff through school counselors' services, professional development in the areas of dual language including English Language Development (ELD), ELA, Spanish Language Arts, Mathematics, Science, AVID, and CPR Training. Also, social-emotional curriculum for all staff aligned to

PBIS, enrichment activities for all TK-8 students, parental involvement and engagement in school events, the importance of student safety and the need for continued consistency with discipline and accountability to improve student well-being, engagement, and learning outcomes while maintaining a secure environment. Additionally, parent education to assist their children with social-emotional needs, parent education to extend their knowledge and use of technology along with how to support their child at home in both languages, understanding the Pathway to the Seal of Biliteracy and adding Donuts with Dads as an additional parent engagement opportunity.

Partner with Jump into English and Math to make available to parents, expanding and implementing on Positive Behavior Intervention System (PBIS) and incentives, utilize part time community liaison to support families who speak English as a second language to Bridge the family connection and support in parental involvement through parent engagement activities. Utilize full-time vice principal to support with the social emotional well-being of students through additional support for PBIS district initiatives. Utilize both counselors to continue providing social emotional and academic counseling to support student learning needs. These actions may be accomplished through the use of Learning Recovery Block Grant funds and carryover from prior year.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	JSJCS will promote and create a learning environment with highly qualified personnel to maximize access to the academic core for all students. Including English learners, homeless, and foster youth through the dual-language immersion in Spanish and English by providing enrichment opportunities to prepare students to be college and career ready and prepare students for the Pathway to the Seal of Biliteracy in a well-maintained facility.	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

All JSJCS students will be provided a learning environment with access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1A	Teachers appropriately assigned and fully credentialed. All teachers TK-8 appropriately assigned and verified by LUSD Personnel Department.	90% (2023-2024)	90% (2024-2025)	74.3% (2025-2026)	100%	25.7%
1B	1B Access to Instructional Materials	100%	100%	100 %	100%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	aligned to Dual Language program. Provide sufficient standards based instructional materials in all content areas for all students, in English and Spanish.	(2023-2024)	(2024-2025)	(2025-2026)		
1C	1C Facility that is maintained through cleanliness and safety.	100% (2023-2024)	100% (2024-2025)	100% (2025-2026)	100%	0%
2A	2A Implementation of State Board of Education (SBE) approved academic standards.	100% (2023-2024)	100% (2024-2025)	100% (2025-2026)	100%	0%
2B	2B How programs/services enable English Learner to access CCSS and English Language Development (ELD). All K-8 teachers were properly trained to deliver Common Core standards-based instruction in ELA/Math, Spanish Language Arts (SLA), including Integrated and Designated ELD as	100% (2023-2024)	100% (2024-2025)	100% (2025-2026)	100%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	verified by site observations.					
7A	7A Broad course of study TK-8 students have access to a broad course of study as described in Education Code and verified by class/master schedule.	100% (2023-2024)	100% (2024-2025)	100% (2025-2026)	100%	0%
7B	7B Broad course of study Middle school to have access to visual and performing arts.	0% (2023-2024)	50% (2024-2025)	63% Local Data (2025-2026)	70%	7%

Goal Analysis [2025-26]

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

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

We successfully implemented all actions in Goal 1, however staffing challenges limited the scope of some of the actions. We did not have any areas where there were substantive differences between planned and actual 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.

JSJCS difference in the budgeted amount and the estimated actual expenditures did not exceed the allocated amounts in Actions 1.2, 1.4, 1.5, 1.7, 1.9, 1.10, 1.11, 1.12, 1.14, 1.15, 1.16 and 1.18. Expenditures did exceed the allocated amounts in Actions 1.8 and 1.14. There was a difference in the budgeted amount and the estimated actual expenditures that did exceed the materials threshold in Action1.8 Bilingual Support expenditure of $3,057 out of the $284,533 allocated. This was due to contract costs for classified staff unionization, benefits, and hourly rate increases. There was a difference in the budgeted amount and the estimated actual expenditures that did exceed the materials

threshold in Action1.14 Health, Medical, Support expenditure of $593 out of $25,859 due to increase in cost for school site nurse, COLA. Partial implementation of Actions 1.7, 1.11 and 1.16. Partial implementation of Action 1.7 was due to hiring a librarian in November. Partial implementation of Action 1.11 expenditure $1,398 out of $15,000 due to use of Expanded Learning Opportunities Program funds, Prop 28 Arts and Music, and 6762 Arts and Music Grant which are time-sensitive funds. Partial implementation of Action 1.16 Summer School expenditure is $6,906 out of $47,460 due to that summer school takes place in June and will see expenditure until then and use of Expanded Learning Opportunities Program funds which are time-sensitive funds.

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

Initial review of JSJCS progress indicates that all actions and services were effective in meeting this goal. JSJCS was able to provide supplemental instructional supports (1.1, 1.2, 1.4, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.15, 1.16, 1.17, and 1.18), train teachers and support staff (1.2 and 1.17), provide common core materials (1.3, 1.4, 1.5, 1.7, 1.12, 1.14, 1.15, 1.17 and 1.18), intervention support (1.8,1.9, 1.11, 1.12 and 1.16), provide visual and performing enrichment opportunities (1.10, 1.11 and 1.15), provide technology devices and technology support (1.2 and 1.5), and provide an environment conducive to learning (1.1, 1.3, 1.7, 1.8, 1.12, 1.14, 1.15, 1.16, 1.17, and 1.18) for all students with increased services to target groups. JSJCS has made gains in hiring highly qualified teachers, at 74% and goal is to achieve 100%. We will continue to hire fully credentialed teachers when positions become available to ensure students are receiving instruction from qualified teachers. 100% of TK-8 teachers received access and training to ELA, SLA, Dual Language, and math. We will continue to ensure teachers receive appropriate training as aligned in the charter and continue to provide instructional materials aligned to CCSS. Additionally, 100% of facilities staff continue to support and maintain the school.

There may have been more expenditure on Actions items 1.7, 1.11, and 1.16 during the 2025-2026 school year. For Action 1.7 Student Support and Resources (Library and Media Tech) a full cost will be seen in the following year. For actions 1.11 and 1.16 use of Expanded Learning Opportunities Program funds, with an expiration deadline of June 2026 that required immediate use and the use Learning Recovery Block Grant funds. To ensure that we maximized the available state resource, priority was given to expending the time-sensitive funds first.

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.

After further analysis of data and consultation with educational partners, current supports provided under the actions and services for Goal 1 will continue for 2026-2027. The focus will be to continue documenting expenditure accurately in the specified actions, utilize time-sensitive funds first such as ELOP, Prop 28, and filling vacancies. There are some actions where JSJCS will increase planned expenditures which include 1.8 Bilingual Support, 1.10 Enrichment K-5 (MOU Contract with Artists-in-School), 1.14 Health, Medical Support, 1.15 Study Trips to cover cost of substitute teacher timecards, and 1.16 Summer School. Action 1.8 Bilingual Paras, to cover costs of contracts, hourly rate increases and benefits. Also, use of Learning Recovery Block Grant Year 2 and carryover funds may be utilized to support these actions.

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	HIGHLY QUALIFIED STAFF	Recruit, hire and maintain highly qualified teachers and support staff dedicated to the learning outcomes, performance and achievement of all students at class size 18-22 K-8. Additional TK staff in 2025-2026.	$3,468,439.00	No
1.2	PROFESSIONAL DEVELOPMENT: DUAL-LANGUAGE, Spanish/English	Provide professional development (PD) to teachers and support staff that is research-based on quality first teaching including attending conferences, trainings, and professional development outside the district. Staff who attended will have the opportunity to prepare a presentation to share with the whole staff to have ongoing on-site PD. Staff will also collaborate and develop lesson plans reflective of professional development and trainings. This will ensure consistency and comprehensiveness K-8 implementation of CA Common Core State Standards. Provide professional development on dual-language instruction from subject matter experts including but not limited to California Association for Bilingual Education (CABE) Consultants, AVID, writing, technology, and purchase of instructional materials needed for PD. Additionally, for 2026-2027 and 2027-2028 funds may be spent to cover the cost to utilize expiring Learning Recovery Funds. Additionally, for 2026-2027 utilize funds from 2025-2026 carryover funds.	$60,000.00	Yes
1.3	FACILITY MAINTENANCE	Qualified and trained personnel will maintain facilities based on industry standards to enhance the learning environment. This includes three full time custodians: one lead custodian, and two evening custodians.	$223,135.00	No
1.4	INSTRUCTIONAL MATERIALS	Provide Common Core State Standards-aligned materials and textbooks in the core areas of instruction: English-language arts, Spanish Language Arts, mathematics, English Language Development, social studies, science, and AVID in English and/or Spanish as appropriate for the dual-immersion program. Additionally, for 2026-2027 utilize funds from 2025-2026 carryover funds.	$138,201.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	TECHNOLOGY DEVICES	Continue to purchase and maintain student and teacher devices. Purchase technology to support and extend students learning and instruction to extend STEAM awareness and exposure.	$30,000.00	Yes
1.7	STUDENT SUPPORT AND RESOURCES	A library assistant and technology assistant will provide students access to quality resources and support the utilization of reading materials and technology at school.	$39,850.00	Yes
1.8	BILINGUAL SUPPORT	Spanish bilingual paraprofessionals will work with students to support the dual-language program.	$382,806.00	No Yes
1.9	AVID STUDENT SUPPORT	Support AVID students with the purchase of AVID supplies, purchase of instructional materials to promote organizational techniques, participation in college trips to promote interest in higher education, tutoring/intervention support, and participation in study trips to encourage career exploration, collaboration, and team building.	$15,000.00	Yes
1.10	ENRICHMENT K-5	Art and dance contracted specialists will provide enrichment opportunities for students in grades K-5.	$30,000.00	Yes
1.11	ENRICHMENT K-8TH GRADE	Visual and Performing Arts enrichment opportunities, including instruction in the subjects of dance, music, theatre, and visual arts. For students in grades K-8 provided by after school clubs provided by staff and or contracted services specialists to provide a variety of enriching activities, support, and experiences.	$15,000.00	No Yes
1.12	SOCIAL, EMOTIONAL, ACADEMIC SUPPORT	Counselors to provide social and emotional support as well as academic, team building, collaboration, small group support and career readiness guidance for students. Support staff with class presentations or groups based on social emotional need of students. Also, provide parent	$374,850.00	Yes

Action #	Title	Description	Total Funds	Contributing
		education and or support as needed throughout the year including by not limited to parenting classes. Additionally, for 2026-2027 and 2027-2028 funds may be spent to cover the cost of counselors to utilize expiring Learning Recovery Funds.		
1.14	HEALTH, MEDICAL SUPPORT	A nurse and or LVN will assist the staff in providing a safe, healthy environment and promote healthy eating habits and an active lifestyle. Student(s) with a medical plan will receive the necessary support and or monitoring of plan.	$26,086.00	Yes
1.15	STUDY TRIPS	Students will engage in quality study trips to enhance and extend their experiences and knowledge to promote learning. Real life experiences will support implementation of CA Common Core State Standards. Also, to cover cost of substitute teacher timecards.	$75,000.00	Yes
1.16	SUMMER SCHOOL	Summer School opportunities will be offered to provide additional support and intervention in ELA/SLA and math for students referred by staff. Additionally, for 2026-2027 and 2027-2028 funds may be spent to cover the cost to utilize expiring Learning Recovery Funds.	$59,440.00	Yes
1.17	CORE PROGRAM	The JSJCS core program provides staff, services and systems that support the Local Control Accountability Plan Goals. This includes ensuring highly qualified staff and safe support structures/systems allowing for the educational needs of students to be met.	$1,017,071.00	No Yes
1.18	Indoor and Outdoor Student Monitors	Recruit and hire indoor and outdoor student monitors to provide student supervision for safety, monitor student behavior, enforce school rules, provide assistance during emergencies, and foster a positive atmosphere.	$94,023.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All JSJCS students will demonstrate progress towards attaining proficiency by meeting or exceeding standards in English Language Arts (ELA) and Mathematics. English learners (ELs) will demonstrate progress in developing English language proficiency. An additional focus on Spanish Language Arts (SLA) and technology to prepare students for college and or career readiness.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

All JSJCS students, including targeted groups, will receive the necessary support and interventions to prepare them for college and or career readiness. Data reviewed to identify needs under Goal 2 were CA School Dashboard, English Language Progress Indicators, Reclassification rates, Pathway to the Seal of Biliteracy for 3rd, 5th and 8th graders, ELPAC Assessment, and CAASPP/SBAC. The following needs have been identified: Ensure all TK-8 students are making adequate progress and or proficiency in ELA, SLA, mathematics, science and increase accessibility to technology. We will continue monitoring English Learners progress toward meeting Reclassification criteria.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4A	Statewide assessments, CAASPP/SBAC data in ELA and Math	ELA: 48.66% of students were meeting or exceeding standards. Math: 34.62% of students were meeting or exceeding standards. (2022-2023 SBAC Data)	ELA: 49.56% students were meeting or exceeding standards. Math: 33.19% of students were meeting or exceeding standards.	ELA: 51.71% students were meeting or exceeding standards. Math: 37.18% of students were meeting or exceeding standards.	ELA: 53% of students to meet or exceed standards. Math: 39% of students to meet or exceed standards.	ELA: 1.8% Math: 1.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(2024 SBAC Data)	(2025 SBAC Data)		
4B	EL Progress (ELPAC) Percentage of English Learners who make progress toward English proficiency as measured by the ELPAC according to data reported on the California Dashboard.	50.6% of students are making progress towards English Language proficiency (2023 Dashboard)	55.7% 2024 Dashboard Data	41.1% (2025 Dashboard Data)	45%	3.9%
4C	Annual Reclassification Rate Percentage of English Learners who were reclassified according to locally collected English learner reclassification data.	13.5% EL Reclassification Rate (2022-2023 DataQuest)	7.9% EL Reclassification Rate (2023-2024 DataQuest)	13.6% Reclassification Rate (2024-2025 DataQuest)	15%	1.4%
4D	Pathway to the Seal of Biliteracy for students in 3rd, 5th and 8th grade according to locally collected data based on Student Portfolio Checklist.	83% 3rd graders 82% 5th graders. 72% 8th graders (2023-2024 Local Data)	93% 3rd graders 85% 5th graders. 85% 8th graders (2024-2025 Local Data)	73% 3rd graders 74% 5th graders. 69% 8th graders (2025-2026 Local Data)	85% of 3rd graders 85% of 5th graders. 75% of 8th graders.	12% 3rd 11% 5th 6% 8th

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.

Overall, we successfully implemented all actions in Goal 2 during 2025-2026. The metrics reported showed an increase in English Language Arts (ELA), Mathematics, and EL Reclassification Rate from 2023-2024 to 2024-2025. During 2024-2025 there was an increase in ELA assessments by 2.1% from 49.56% in 2023-2024 to 51.71% in 2024-2025. During 2024-2025 there was an increase in Mathematics by 4% from 33.2% in 2023-2024 to 37.2% in 2024-2025. There was an increase in EL Reclassification Rate by 5.7% from 7.9% in 2023-2024 compared to 13.6% in 2024-2025.

The metrics reported showed a decrease in English Proficiency score. During 2024-2025 there was a decrease in English Proficiency by 14.6% from 55.7% in 2023-2024 to 41.1% in 2024-2025. There was decrease of 20% for 3rd graders, 9% decrease for 5th graders, and 16% decrease for 8th graders who earned the Pathway to Seal of Biliteracy. We have been able to integrate technology (Action 2.1). We have also been able to support our English learners through intervention (Actions 2.4 and 2.5). Actions 2.2 and 2.3 were implemented through LUSD instructional coaches, partnered with California Association for Bilingual Education (CABE), partnered with BEGLAD, partnered with Curriculum Associates who provided consultants for MCLASS DIBELS PD, TK on site PD visits, and i-Ready PD for Spanish ELA and Math. Consultants provided professional development to staff. Teachers attended conferences for professional development which included AVID, CABE, ATDLE and other conferences that pertain to Dual Language programs. We will continue to focus on these actions for the upcoming year. Our second year with a full-time vice principal has supported our staff, students, and families (Action 2.6). We did not have any areas where there were substantive differences between planned actions and actual 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.

JSJCS difference in the budgeted amount and the estimated actual expenditures did not exceed the materials threshold in Actions 2.1, 2.2, 2.3, and 2.5. Actions 2.1 Technology has actual expenditures of $13,892 out of $25,000 that was allocated. On going purchases of items needed for students and staff to support student learning. Actions 2.2 and 2.3, Instructional Coaches, have actual expenditures of $7,856 out of $56,000 that was allocated. Use of carryover funds from prior year were placed in action 1.2 Professional Development. Funds in 1.2 were utilized to cover cost of consultants with CABE, BE GLAD, Curriculum Associates and cost of teachers attending conferences. Action 2.4 was implemented and there was an overage of $30,168 from the $60,001 that was allocated. For Action 2.4 cost increase was due to incorrectly budget coding timecards for intervention. Action 2.5 had partial expenditure of $778 out of $480,311 allocated. Carryover from prior year was placed in action 2.5. Carryover funds were also placed in 1.8 and maximized the funds with classified staff so that lead to not utilizing funds in Action 2.5. Partial expenditure was due to use of ELOP time sensitive funds. Action 2.6 did not have an expenditure because funds were pulled from LCFF Concentration to maximize the carryover amount.

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

Initial review of JSJCS progress indicates that all six actions and services were effective in meeting this goal. The 2025 Dashboard CAASPP scores in ELA and math indicate that on average student achievement seems to have improved. However, ELA and math scores are still lower than baseline, there is much work to do. JSJCS was able to provide supplemental instructional supports (2.4, 2.5), provide technology devices (2.1) for all students with increased services to target groups, and instructional coaches and administrator (2.2, 2.3, 2.6) for ELA, SLA, and Dual Language where they provided support to staff on effective teaching strategies and techniques. Data obtained from California School Dashboard for 2025, data obtained from locally calculated, SBAC, ELPAC, and DataQuest. There were improvements in the various metrics related to student outcome data. There was an increase in ELA and Math CAASPP scores and Reclassification Rate. These gains indicated that the specific actions made progress toward increased data results.

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.

After further analysis of data and consultation with educational partners, current supports provided under the actions and services for Goal 2 will continue for 2026-2027. To utilize funds in Actions 2.2 and 2.3, also include consultants that are already partnered with LUSD that provide PD to staff. There may be a one-time change in funding for the 2026-2027 action 2.6 to cover costs with LCFF concentration funds and in the following year, 2027-2028, Action 2.6 cost will be funded with LCAP at partial percentage and with LCFF. The focus will be to document expenditure accurately in the specified actions and utilize time-sensitive funds first such as ELOP and any other grants expiring. Also, possible use of year 2 Learning Recovery Block Grant funds in these Actions and adding carryover allocations.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	TECHNOLOGY	Technology is integrated in content areas throughout the school day. All TK-8 students will continue to have access to technology use and other technology related materials.	$19,110.00	Yes
2.2	INSTRUCTIONAL COACHING/ELA and SLA	Instructional coaches to provide training and support to staff in the use of ELA and SLA materials, writing instruction, and effective teaching strategies and techniques aligned to support dual language program. Utilize consultants partnered with LUSD.	$41,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	INSTRUCTIONAL COACHING/STEAM	STEAM instructional coaches will provide support to staff using Common Core State Standards materials, effective strategies and techniques on how to integrate STEAM in lessons, and recommendations to purchase STEAM items including but limited to Lego Robotics, 3D printing materials, and other technology related materials. Utilize consultants partnered with LUSD.	$5,000.00	Yes
2.4	ACADEMIC INTERVENTION/LEARNING GAP	Intervention to accelerate and bridge the learning gap for students below grade level. Intervention will be provided within the school day and after school tutoring/intervention. Provide tutoring/intervention in ELA/SLA, math, ELD, and science for all students referred by staff. Additionally, for 2026-2027 and 2027-2028 funds may be spent to cover the cost to utilize expiring Learning Recovery Funds.	$19,999.00	Yes
2.5	SUPPORT/ENGLISH LEARNERS	Support will be provided to English Learners and re-classified students to ensure they maintain their English language proficiency which may include support staff and purchase of materials. Additionally, for 2026-2027 utilize funds from 2025-2026 carryover funds.	$20,000.00	Yes
2.6	Supplemental Staff - Vice Principal	A full-time vice principal will enable our staff to support student growth towards meeting or exceeding standards in English and Spanish Language; plus, assist English Language Learners (ELs) in developing language proficiency. In addition, will support the social emotional well-being of students through added support for PBIS district initiatives and by providing more professional development opportunities for all staff.	$176,403.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	JSJCS will provide a positive and supportive learning environment that is welcoming, safe, and engaging for students, parents, staff, and the community. All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

JSJCS provides a welcoming and safe environment for all students, staff and parents. The actions within this goal are designed to provide a positive and supportive learning environment to help each student attain success. We will monitor and evaluate the actions by collecting and reviewing specific data from climate surveys, attendance data and behavioral data. Data reviewed to identify needs under Goal 3 were School Attendance rates, School Attendance Review Board data for Chronic Absenteeism, Suspension rate, and Expulsion rate. The following needs have been identified: continue monitoring of student attendance, chronic absenteeism, suspension and expulsion rates; maintain a support system to connect home and school to improve student academic success and parent/guardian involvement; continue to promote a partnership with the Lodi and Acampo community to address specific student needs; continue to provide professional development for all JSJCS staff to effectively address the academic, and social-emotional needs of students; and PBIS intervention practices. In addition, we will solicit educational partner feedback throughout the year that will provide evidence of the impact of the actions on improving student outcomes. Current input received from educational partners through the LCAP development process indicates a desire to ensure we provide positive and supportive learning environment that ensures student success and safety.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3A	Parental participation in decision making Overall percentage of JSJCS	100% (2023-2024)	100% (2024-2025)	100% (2025-2026)	100%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	parents who were offered opportunities to participate and seek parent input in the following decision-making committees: • Principal's Coffee Meetings • JSJCS Advisory Committee Meetings • PTA Meetings • Parent Surveys • ELAC • Donuts with Dads • Back to School Night • Open House					
5A	School Attendance JSJCS Attendance Rate as calculated by Accounting Annually Students will be recognized for perfect attendance: • Per quarter • Per semester • Per school year	94.49% (2022-2023)	94.83% (2023-2024)	95.22% (2024-2025)	96%	0.78%
5B	Chronic Absenteeism	11.9%	11.2%	8.7%	8%	+0.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Overall Chronic Absenteeism Rate -Data reflect the annual summary data from CDE Dashboard. JSJCS staff will have the opportunity to work with LUSD CWA Student Attendance Advisors to reduce chronic absenteeism.	(2022-2023)	2024 CDE Dashboard	2025 CDE Dashboard		
6A	Pupil Suspension Rate Percent of pupils suspended at least once according to CDE Dashboard reporting.	1.1% (2022-2023)	3.5% Data quest (2023-2024)	1.3% (Data quest (2024-2025)	0%	-1.3%
6B	Pupil Expulsion Rate Percent of pupils expelled from district according to DataQuest reporting.	0% (2022-2023)	0% Data quest 2023-2024	0% (Data quest (2024-2025)	0%	0%
6C	Annual local climate survey that captures a valid measure of students, parents, and staff perceptions of	74% Students 20% Parent responses 64% Staff	80% Students 26% Parent responses 53% Staff	97% Students 26% Parent responses 46% Staff	80% Students 50% Parent responses 70% Staff	+17% Students 24% Parents -24% Staff

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	school safety and connectedness.	(2022-2023 Annual Climate Survey)	(2024-2025 Annual Climate Survey)	(2025-2026 Annual Climate Survey)	(2026-2027 Annual Climate Survey)	

Goal Analysis [2025-26]

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

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

The metrics reported showed no change in metric of Parental Participation in decision making as we continue to have high parental participation. Through the implementation of 30 hours of volunteering, we added parent engagement activities and meetings. Engagement activities include, Fall Festival, Club Folklorico performances, Modern Band Performances, Winter Performance, Campus Beautification, Children's Day, Spring Picnic, and Field Day. Establishment of a recognition event to acknowledge parents who met the 30 hours of volunteering increased parental involvement. During 2024-2025 school year, there was a slight increase to our school attendance by .39% from 94.83% in 2023-2024 to 95.22% in 2024-2025. There was a decrease in our Chronic Absenteeism by 2.5% from 11.2% in 2023-2024 to 8.7% in 2024-2025. During the 2024-2025 school year, there was a decrease to our suspension rate by 2.2%, compared to the 2023-2024 suspension rate of 3.5%. There was no change in Pupil Expulsion Rate which continues at 0%. There is increase in completion of local climate surveys for students. For students there was a 17% increase from 80% in 2024 to 97% in 2025. For parents there was no change from 26% in 2024 to 66% in 2025. For staff there was a decrease in staff completion of 7% from 53% in 2024 to 46% in 2025. There are no major ongoing challenges. We did not have any areas where there were substantive differences between planned actions and actual 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.

JSJCS difference in the budgeted amount and the estimated actual expenditures did not exceed the materials threshold in Actions 3.2, 3.3,3.4 and 3.6. There was actual expenditure that exceeded the materials threshold in Actions 3.1 and 3.5 Bilingual Community Liaison of $37,338 of the $36,525 allocated. For Action 3.1 cost increase was due to increase in parent engagement activities. For Action 3.5 cost increase was due to contracts, hourly rate increase, and benefits. All actions in goal 3 have expenditures. Actions 3.2, 3.3, 3.4, and 3.6 have actual expenditures of $17,825 of the $27,000 that was allocated.

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

In reviewing JSJCS progress indicates that all actions and services were effective in meeting this goal. JSJCS was able to provide supplemental instructional supports (Actions 3.4, 3.6), provide parental involvement opportunities (Actions 3.1, 3.3, 3.5), implement safety measures (Actions 3.1, 3.2, 3.3, 3.4, 3.5) for all students with increased services to target groups. With the data available on the California

School Dashboard for 2025, there was student outcome data that reported an increase on the percentages for school attendance, a decrease in chronic absenteeism, and decrease in pupil suspension rates. Based on several locally calculated metrics we saw improvements in student and parent outcome data. In metric 3A, Parental Participation in decision making (Actions 3.1, 3.2, 3.3, 3.4) and 6B Pupil Expulsion Rate (Actions 3.2, 3.3, 3.4, & 3.6), there was no change from 2023-2024 to 2024-2025. In metric 6C, there was increase in student responses on local climate surveys, there was decrease in the parent and staff responses. While there were some improvements in the metrics related to student outcome data, there is still much work to be done.

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.

After further analysis of data and consultation with educational partners, current supports provided under the actions and services for Goal 3 will continue for 2026-2027. The focus will be to document expenditure accurately in the specified actions. For Action 3.3, include timecard cost for classified and certificated staff to promote parent and guardian participation by working alongside with them at parent engagement events, supporting with completion of data confirmation, TK and kindergarten enrollment, and supporting parents and guardians in obtaining volunteer hours. Events include but not limited to Back to School Night, Open House, evening student performances and events, Saturday events like fun runs and campus beautifications, and other parent engagement events that require staff support. To ensure that we maximize available state resources, priority will be given to expending the time-sensitive funds first. Also, possible use of year 2 Learning Recovery Block Grant funds and carryover in these Actions.

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	PROMOTING COMMUNICATION	Flyers, recognition awards, and other materials to acknowledge parents, students, and staff for participating in parent engagement events. These events include Back to School Night at the start of the school year, Open House during the second semester, Pathway to the Seal of Biliteracy in the Spring, and all Serna PTA events. These events will promote a high level of communication between staff, students, and parents to support the JSJCS learning community. Cooperation, collegiality and collaboration will be highly encouraged. Information regarding specific support for targeted students will be provided to their parents/guardians at conferences and or IEPs, SSTs or 504 meetings.	$2,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	SITE SAFETY	Measures implemented to keep our school site safe, to prevent accidents or injuries, and provide safety information. Purchase of safety vests, signage, and other equipment that is essential in keeping our school site safe. Safety training such CPR and other training as needed by staff. Also, presentations to students about safety, Drug awareness and prevention by subject matter experts. Annual review of school safety plan by staff and parents.	$10,000.00	Yes
3.3	PARENT/GUARDIAN PARTICIPATION	Parents/Guardians will be welcomed on site as classroom volunteers, field trip chaperones, PTA members, event planning members, and advisory committee members. Parents will also be invited to attend Principal's coffee/Chat, ELAC, PTA meetings, and other informational meetings. Parents/Guardians will be provided opportunities to develop their technology skills and English language development to promote a higher level of communication between school and home by staff or from subject matter experts. Parent education will be offered to assist their students in learning and making academic progress by staff or from subject matter experts. Social-emotional support and training will be offered by the JSJCS counselors. Recognition certificates, awards, supplies, and materials to acknowledge parental involvement. includes timecard cost for classified and certificated staff to promote parent and guardian participation by working alongside with them at parent engagement events.	$5,000.00	Yes
3.4	BULLY-FREE ENVIRONMENT	Students will engage in activities to create and maintain a bully-free environment. PBIS incentives including certificates, awards, supplies and materials to acknowledge students. Presentations by subject matter experts. PBIS training for staff by staff, district, or subject matter experts.	$5,000.00	Yes
3.5	Bilingual Community Liaison Support	Part time community liaison to support all families and especially families who speak English as a second language to Bridge the family connection and support in parental involvement.	$32,478.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	DAILY ATTENDANCE	Current high daily attendance rates will be monitored and maintained. Certificates, awards, diplomas, supplies and materials to acknowledge students.	$2,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,194,894	$112,631

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
21.739%	26.825%	$1,122,086.31	48.564%

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
1.2	**Action:** PROFESSIONAL DEVELOPMENT: DUAL-LANGUAGE, Spanish/English **Need:** Teachers and support staff to receive professional development to enhance best practices in teaching to support student learning. Teachers to receive dual language professional development.	Improving instructional practices and student achievement, addressing students' needs, sharing of best practices with collogues, engage in reflective practice, and keeping up to date with curriculum standards and educational policies.	CAASPP Data- Standard met or Exceeded. Parent and Student Climate Surveys Percentage of students earning Pathway to Seal of Biliteracy.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.4	**Action:** INSTRUCTIONAL MATERIALS **Need:** Textbooks and materials for core areas of instruction and supplemental materials to support student learning. **Scope:** LEA-wide	Provides teachers with a structured framework for teaching, aligned with curriculum standards, and learning objectives. Learning resources available to all students.	CAASPP Data- Standard met or Exceeded. i-Ready - MOY % made average or typical growth.
1.5	**Action:** TECHNOLOGY DEVICES **Need:** Maintain student and teacher devices. **Scope:** LEA-wide	Provides enhanced learning opportunities, access to educational resources, interactive learning platforms, and multimedia content.	Student and Staff Climate Surveys
1.7	**Action:** STUDENT SUPPORT AND RESOURCES **Need:** Library Media Tech **Scope:** LEA-wide	Promotes student love for reading, teaches students research skills, and effective use of digital resources.	Student and Parent Climate Survey

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
1.8	**Action:** BILINGUAL SUPPORT **Need:** Student support in small group instruction, intervention, and individualized support. **Scope:** LEA-wide	Assist students with understanding instructional content, clarifying concepts, and developing language proficiency in both languages.	ELPAC EL Reclassification Percentage of students earning Pathway to Seal of Biliteracy.
1.9	**Action:** AVID STUDENT SUPPORT **Need:** Help students to see college as a realistic goal and close the opportunity gap by preparing all students for college readiness and success in a global society. **Scope:** Schoolwide	Purchase of instructional materials to promote organizational techniques, participation in college trips to promote interest in higher education, tutoring/intervention support, and participation in study trips to encourage career exploration, collaboration, and team building.	Student Climate Survey Percentage of students earning Pathway to Seal of Biliteracy.
1.10	**Action:** ENRICHMENT K-5 **Need:** Enrichment opportunities for students in grades K-5. **Scope:** Schoolwide	Provide students an opportunity to learn about art and participate in dance Contract art and dance specialists to provide classes for students.	Student and Parent Climate Surveys.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.11	**Action:** ENRICHMENT K-8TH GRADE **Need:** Visual and Performing Arts enrichment opportunities **Scope:** Schoolwide	Opportunities for students to explore their creativity, express themselves, and develop their unique talents and interests through exposure of the arts.	Student and Parent Climate Surveys.
1.12	**Action:** SOCIAL, EMOTIONAL, ACADEMIC SUPPORT **Need:** Counselors to provide social, emotional and academic support. **Scope:** Schoolwide	Counselors provide one-on-one support to students to address personal, social, emotional, and or academic concerns. Group counseling, crisis intervention, and Social and Emotional Learning programs.	SEL Panorama Survey administered twice a year.
1.14	**Action:** HEALTH, MEDICAL SUPPORT **Need:** School nurse on site **Scope:** Schoolwide	Nurse can monitor and maintain students who have student emergency plans on site. Nurse can also assist staff with providing students a safe, healthy environment and promote healthy eating habits and an active lifestyle.	Emergency plans on site for students.
1.15	**Action:** STUDY TRIPS	Learning opportunities inside and outside of the classroom. Students gain a deeper understanding	Student Climate Surveys

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Common educational experiences that provide students an opportunity to learn, explore and connect with the world around them. **Scope:** Schoolwide	of the subjects through direct observation, exploration, and interaction.	
1.16	**Action:** SUMMER SCHOOL **Need:** Additional support and intervention for identified students that need additional academic support. **Scope:** Schoolwide	Opportunity for identified students to reinforce learning, bridge academic gaps, and practice and learn skills needed for success in the upcoming school year.	Student attendance during summer school.
1.17	**Action:** CORE PROGRAM **Need:** Educational needs of students. **Scope:** LEA-wide	Provides staff, services and systems that support the LCAP.	Student, Staff, and Parent Climate Surveys CAASPP - Standard met or Exceeded i-Ready - MOY % made average or typical growth
1.18	**Action:** Indoor and Outdoor Student Monitors **Need:** Student supervision for safety	Monitors to provide student supervision for safety, monitor student behavior, enforce school rules, provide assistance during emergencies, and foster a positive atmosphere.	Student, Staff, and Parent Climate Surveys

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
2.1	**Action:** TECHNOLOGY **Need:** Exposure and access to technology and using it appropriately. **Scope:** Schoolwide	Enhances learning opportunities for students, prepares students for the future in today's digital age, and provide students with tools and skills to succeed academically.	Student and Staff Climate Surveys
2.2	**Action:** INSTRUCTIONAL COACHING/ELA and SLA **Need:** Provide additional support to teachers to enhance best teaching practices. **Scope:** Schoolwide	Coaches provide ongoing professional development and support teachers by helping them improve their practices, implement effective teaching strategies, and align their instruction with curriculum standards, and best practices.	CAASPP Data- Standard met or Exceeded. ELPAC EL Reclassification
2.3	**Action:** INSTRUCTIONAL COACHING/STEAM **Need:** Provide additional support to teachers and how incorporate use of technology. **Scope:**	Coach to provide support to staff on effective strategies and techniques on how to integrate STEAM in lessons and recommendations to purchase STEAM items.	Percentage of teachers using robotics kits.

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
	Schoolwide		
2.4	**Action:** ACADEMIC INTERVENTION/LEARNING GAP **Need:** Intervention and tutoring support for students who need additional academic support. **Scope:** Schoolwide	Addresses student's needs, personalized support, additional instruction, and academic support.	CAASPP - Standard met or Exceeded ELPAC Student and Parent Climate Surveys.
2.6	**Action:** Supplemental Staff - Vice Principal **Need:** Student and staff support with implementing policies, procedures, a safe school environment, and community involvement. **Scope:** Schoolwide	Provide guidance and support to teachers, staff, and students. Enforce school rules and support with community and family engagement.	CAASPP - Standard met or Exceeded Staff, Student, and Parents Climate Surveys SEL Student surveys ELPAC
3.1	**Action:** PROMOTING COMMUNICATION **Need:** Parental Involvement **Scope:** Schoolwide	Academic success of students, student positive behavior, student attendance, and build strong partnerships to foster sense of community and trust.	Parent Climate Survey

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
3.2	**Action:** SITE SAFETY **Need:** Maintain a safe and secure environment. **Scope:** Schoolwide	Keep our school site safe, prevent accidents or injuries, and provide safety information.	Staff, Parent, and Student Climate Surveys
3.3	**Action:** PARENT/GUARDIAN PARTICIPATION **Need:** Parent Engagement participation in student and school activities. **Scope:** Schoolwide	Increase parent engagement by providing various opportunities for parents to participate in. Also, parents will be asked for input about important decisions about the school.	Parent Climate Survey. Local data on tracking number families earning 30 hours of volunteering recognition
3.4	**Action:** BULLY-FREE ENVIRONMENT **Need:** PBIS, bully free environment. **Scope:** Schoolwide	Promote and acknowledge positive behavior, support students to get along and work together to resolve issues.	Student Climate Survey SEL Panorama Survey
3.5	**Action:** Bilingual Community Liaison Support **Need:**	Build relationships with EL families, address identified needs, and maintain communication between school and educational partners.	Parent and Student Climate Survey

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
	Bridge the family connection and support in parental involvement. **Scope:** Schoolwide		
3.6	**Action:** DAILY ATTENDANCE **Need:** Monitor and Maintain Student Attendance **Scope:** Schoolwide	Student academic success, continuity in student learning, builds students habits and routines, and social and emotional development and growth.	Yearly Attendance Rate and Chronic Absenteeism Rate

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
2.5	**Action:** SUPPORT/ENGLISH LEARNERS **Need:** In class intervention and tutoring support for students. **Scope:**	Addresses student's needs, personalized support, additional instruction, review of material, and academic support.	ELPAC Data EL Reclassification Rate CAASPP - Standard met or Exceeded Percentage of students earning the Pathway to Seal of Biliteracy

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(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.

As a dual-language program, JSJCS is dedicated to providing a strong instructional program for supporting all students, including unduplicated student groups. Rather than an expenditure of LCFF funds, JSJCS has selected to use the LCAP funds to strengthen the core instructional program in Spanish and English. Resources would be allocated to focus on instructional supports, academic intervention, instructional coaching support for ELA, SLA, and Math, support and services to address social-emotional health, and professional development in the areas of ELA, SLA, English language development, Math, and social-emotional curriculum. Ensuring a strong Spanish/English dual-language program requires high quality professional development for all staff, parent/guardian involvement, and interventions. Highly trained certificated and non-certificated staff, instructional materials, 22-1 class sizes, and a safe and secure learning environment are essential to promote academic achievement. All actions and services are principally directed and effective in meeting the specific needs of our unduplicated students. The metrics that will be used to monitor effectiveness are CAASPP Data, ELPAC Data, Climate Surveys from students, staff, and parents.

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.

Funding will be used to provide additional intervention support on providing targeted support to English learners and low-income students with a specific focus on middle school students who have not yet reclassified. We continue to provide in class bilingual paraeducator support, small group instruction in class, afterschool intervention, summer school, and supplemental educational materials. Continue with professional development for to teachers and staff, including dual language pedagogy, math, Integrated and Designated English Language Development, and GATE strategies to better support student learning and provide effective instruction.

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	5,496,439	1,194,894	21.739%	26.825%	48.564%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$5,388,496.00	$998,895.00	$0.00	$0.00	$6,387,391.00	$5,024,249.00	$1,363,142.00

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	HIGHLY QUALIFIED STAFF	All	No					$3,468,439.00	$0.00	$3,468,439.00				$3,468,439.00	
1	1.2	PROFESSIONAL DEVELOPMENT: DUAL-LANGUAGE, Spanish/English	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$34,026.00	$25,974.00	$60,000.00				$60,000.00	
1	1.3	FACILITY MAINTENANCE	All	No					$223,135.00	$0.00	$223,135.00				$223,135.00	
1	1.4	INSTRUCTIONAL MATERIALS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$138,201.00	$138,201.00				$138,201.00	
1	1.5	TECHNOLOGY DEVICES	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$30,000.00	$30,000.00				$30,000.00	
1	1.7	STUDENT SUPPORT AND RESOURCES	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$39,850.00	$0.00	$39,850.00				$39,850.00	
1	1.8	BILINGUAL SUPPORT	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income			$382,806.00	$0.00	$289,435.00	$93,371.00			$382,806.00	
1	1.9	AVID STUDENT SUPPORT	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	4th-8th grade.		$5,004.00	$9,996.00	$15,000.00				$15,000.00	
1	1.10	ENRICHMENT K-5	English Learners Foster Youth	Yes	School wide	English Learners Foster Youth	K-5		$0.00	$30,000.00	$30,000.00				$30,000.00	

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
			Low Income			Low Income										
1	**1.11**	ENRICHMENT K-8TH GRADE	All English Learners Foster Youth Low Income	No Yes	School wide	English Learners Foster Youth Low Income			$1,324.00	$13,676.00	$15,000.00				$15,000.00	
1	**1.12**	SOCIAL, EMOTIONAL, ACADEMIC SUPPORT	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$91,524.00	$283,326.00	$164,165.00	$210,685.00			$374,850.00	
1	**1.14**	HEALTH, MEDICAL SUPPORT	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$26,086.00	$0.00	$26,086.00				$26,086.00	
1	**1.15**	STUDY TRIPS	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$0.00	$75,000.00	$75,000.00				$75,000.00	
1	**1.16**	SUMMER SCHOOL	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$59,440.00	$0.00	$59,440.00				$59,440.00	
1	**1.17**	CORE PROGRAM	All	No Yes	LEA-wide				$334,713.00	$682,358.00	$322,232.00	$694,839.00			$1,017,071.00	
1	**1.18**	Indoor and Outdoor Student Monitors	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$94,023.00	$0.00	$94,023.00				$94,023.00	
2	**2.1**	TECHNOLOGY	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$0.00	$19,110.00	$19,110.00				$19,110.00	
2	**2.2**	INSTRUCTIONAL COACHING/ELA and SLA	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$19,999.00	$21,001.00	$41,000.00				$41,000.00	
2	**2.3**	INSTRUCTIONAL COACHING/STEAM	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$5,000.00	$0.00	$5,000.00				$5,000.00	

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
2	2.4	ACADEMIC INTERVENTION/LEARNING GAP	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$19,999.00	$0.00	$19,999.00				$19,999.00	
2	2.5	SUPPORT/ENGLISH LEARNERS	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			$10,000.00	$10,000.00	$20,000.00				$20,000.00	
2	2.6	Supplemental Staff - Vice Principal	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$176,403.00	$0.00	$176,403.00				$176,403.00	
3	3.1	PROMOTING COMMUNICATION	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	K-8		$0.00	$2,500.00	$2,500.00				$2,500.00	
3	3.2	SITE SAFETY	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$0.00	$10,000.00	$10,000.00				$10,000.00	
3	3.3	PARENT/GUARDIAN PARTICIPATION	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$0.00	$5,000.00	$5,000.00				$5,000.00	
3	3.4	BULLY-FREE ENVIRONMENT	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$0.00	$5,000.00	$5,000.00				$5,000.00	
3	3.5	Bilingual Community Liaison Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$32,478.00	$0.00	$32,478.00				$32,478.00	
3	3.6	DAILY ATTENDANCE	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$0.00	$2,000.00	$2,000.00				$2,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
5,496,439	1,194,894	21.739%	26.825%	48.564%	$1,696,922.00	0.000%	30.873 %	**Total:**	$1,696,922.00
								LEA-wide Total:	$879,718.00
								Limited Total:	$20,000.00
								Schoolwide Total:	$797,204.00

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	**1.2**	PROFESSIONAL DEVELOPMENT: DUAL-LANGUAGE, Spanish/English	Yes	LEA-wide	English Learners Foster Youth Low Income		$60,000.00	
1	**1.4**	INSTRUCTIONAL MATERIALS	Yes	LEA-wide	English Learners Foster Youth Low Income		$138,201.00	
1	**1.5**	TECHNOLOGY DEVICES	Yes	LEA-wide	English Learners Foster Youth Low Income		$30,000.00	
1	**1.7**	STUDENT SUPPORT AND RESOURCES	Yes	LEA-wide	English Learners Foster Youth Low Income		$39,850.00	
1	**1.8**	BILINGUAL SUPPORT	Yes	LEA-wide	English Learners Foster Youth Low Income		$289,435.00	
1	**1.9**	AVID STUDENT SUPPORT	Yes	Schoolwide	English Learners Foster Youth Low Income		$15,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.10	ENRICHMENT K-5	Yes	Schoolwide	English Learners Foster Youth Low Income		$30,000.00	
1	1.11	ENRICHMENT K-8TH GRADE	Yes	Schoolwide	English Learners Foster Youth Low Income		$15,000.00	
1	1.12	SOCIAL, EMOTIONAL, ACADEMIC SUPPORT	Yes	Schoolwide	English Learners Foster Youth Low Income		$164,165.00	
1	1.14	HEALTH, MEDICAL SUPPORT	Yes	Schoolwide	English Learners Foster Youth Low Income		$26,086.00	
1	1.15	STUDY TRIPS	Yes	Schoolwide	English Learners Foster Youth Low Income		$75,000.00	
1	1.16	SUMMER SCHOOL	Yes	Schoolwide	English Learners Foster Youth Low Income		$59,440.00	
1	1.17	CORE PROGRAM	Yes	LEA-wide			$322,232.00	
1	1.18	Indoor and Outdoor Student Monitors	Yes	Schoolwide	English Learners Foster Youth Low Income		$94,023.00	
2	2.1	TECHNOLOGY	Yes	Schoolwide	English Learners Foster Youth Low Income		$19,110.00	
2	2.2	INSTRUCTIONAL COACHING/ELA and SLA	Yes	Schoolwide	English Learners Foster Youth Low Income		$41,000.00	
2	2.3	INSTRUCTIONAL COACHING/STEAM	Yes	Schoolwide	English Learners Foster Youth Low Income		$5,000.00	
2	2.4	ACADEMIC INTERVENTION/LEARNING GAP	Yes	Schoolwide	English Learners Foster Youth Low Income		$19,999.00	
2	2.5	SUPPORT/ENGLISH LEARNERS	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		$20,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.6	Supplemental Staff - Vice Principal	Yes	Schoolwide	English Learners Foster Youth Low Income		$176,403.00	
3	3.1	PROMOTING COMMUNICATION	Yes	Schoolwide	English Learners Foster Youth Low Income		$2,500.00	
3	3.2	SITE SAFETY	Yes	Schoolwide	English Learners Foster Youth Low Income		$10,000.00	
3	3.3	PARENT/GUARDIAN PARTICIPATION	Yes	Schoolwide	English Learners Foster Youth Low Income		$5,000.00	
3	3.4	BULLY-FREE ENVIRONMENT	Yes	Schoolwide	English Learners Foster Youth Low Income		$5,000.00	
3	3.5	Bilingual Community Liaison Support	Yes	Schoolwide	English Learners Foster Youth Low Income		$32,478.00	
3	3.6	DAILY ATTENDANCE	Yes	Schoolwide	English Learners Foster Youth Low Income		$2,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,745,066.00	$6,169,331.86

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**	HIGHLY QUALIFIED STAFF	No	$3,252,123.00	3,431,016.07
1	**1.2**	PROFESSIONAL DEVELOPMENT: DUAL-LANGUAGE, Spanish/English	Yes	$153,015.00	172,940
1	**1.3**	FACILITY MAINTENANCE	No	$154,259.00	216,944.55
1	**1.4**	INSTRUCTIONAL MATERIALS	Yes	$165,324.00	109,387.29
1	**1.5**	TECHNOLOGY DEVICES	Yes	$30,000.00	27,466.46
1	**1.7**	STUDENT SUPPORT AND RESOURCES	Yes	$79,540.00	27,572.40
1	**1.8**	BILINGUAL SUPPORT	No	$284,533.00	288,074.16
1	**1.9**	AVID STUDENT SUPPORT	Yes	$15,000.00	4,401.12
1	**1.10**	ENRICHMENT K-5	Yes	$30,000.00	24,552.00
1	**1.11**	ENRICHMENT K-8TH GRADE	No Yes	$15,000.00	1,397.69

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	1.12	SOCIAL, EMOTIONAL, ACADEMIC SUPPORT	Yes	$324,170.00	168,709.75
1	1.14	HEALTH, MEDICAL SUPPORT	Yes	$25,859.00	26,451.96
1	1.15	STUDY TRIPS	Yes	$75,000.00	67,672.58
1	1.16	SUMMER SCHOOL	Yes	$47,460.00	106,207.00
1	1.17	CORE PROGRAM	No	$1,058,828.00	1,039,536
1	1.18	Indoor and Outdoor Student Monitors	Yes	$175,080.00	104,619.50
2	2.1	TECHNOLOGY	Yes	$25,000.00	13,891.84
2	2.2	INSTRUCTIONAL COACHING/ELA and SLA	Yes	$41,000.00	7,856.07
2	2.3	INSTRUCTIONAL COACHING/STEAM	Yes	$15,000.00	0
2	2.4	ACADEMIC INTERVENTION/LEARNING GAP	Yes	$60,001.00	90,168.04
2	2.5	SUPPORT/ENGLISH LEARNERS	Yes	$480,311.00	778.00
2	2.6	Supplemental Staff - Vice Principal	Yes	$172,538.00	181,151.87
3	3.1	PROMOTING COMMUNICATION	Yes	$2,500.00	3,373.81

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**	SITE SAFETY	Yes	$10,000.00	9,231.88
3	**3.3**	PARENT/GUARDIAN PARTICIPATION	Yes	$10,000.00	3,417.83
3	**3.4**	BULLY-FREE ENVIRONMENT	Yes	$5,000.00	3,775.78
3	**3.5**	Bilingual Community Liaison Support	Yes	$36,525.00	37,338.41
3	**3.6**	DAILY ATTENDANCE	Yes	$2,000.00	1,399.80

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,178,675	$1,737,376.00	$1,063,607.00	$673,769.00	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	1.2	PROFESSIONAL DEVELOPMENT: DUAL-LANGUAGE, Spanish/English	Yes	$60,000.00	$133,343		
1	1.4	INSTRUCTIONAL MATERIALS	Yes	$162,324.00	$109,387		
1	1.5	TECHNOLOGY DEVICES	Yes	$30,000.00	$26,698		
1	1.7	STUDENT SUPPORT AND RESOURCES	Yes	$79,540.00	$27,572		
1	1.9	AVID STUDENT SUPPORT	Yes	$15,000.00	$4401		
1	1.10	ENRICHMENT K-5	Yes	$30,000.00	$24,552		
1	1.11	ENRICHMENT K-8TH GRADE	Yes	$15,000.00	$1,398		
1	1.12	SOCIAL, EMOTIONAL, ACADEMIC SUPPORT	Yes	$174,170.00	$168,710		
1	1.14	HEALTH, MEDICAL SUPPORT	Yes	$24,699.00	$26,452		
1	1.15	STUDY TRIPS	Yes	$75,000.00	$63,425		
1	1.16	SUMMER SCHOOL	Yes	$47,460.00	$106,207		
1	1.18	Indoor and Outdoor Student Monitors	Yes	$175,080.00	$104,620		

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)
2	2.1	TECHNOLOGY	Yes	$20,000.00	13,892		
2	2.2	INSTRUCTIONAL COACHING/ELA and SLA	Yes	$41,000.00	$7,856		
2	2.3	INSTRUCTIONAL COACHING/STEAM	Yes	$15,000.00	0		
2	2.4	ACADEMIC INTERVENTION/LEARNING GAP	Yes	$60,001.00	0		
2	2.5	SUPPORT/ENGLISH LEARNERS	Yes	$480,311.00	$778		
2	2.6	Supplemental Staff - Vice Principal	Yes	$172,538.00	$188,152		
3	3.1	PROMOTING COMMUNICATION	Yes	$2,500.00	$1,000		
3	3.2	SITE SAFETY	Yes	$10,000.00	$9,232		
3	3.3	PARENT/GUARDIAN PARTICIPATION	Yes	$10,000.00	$3,418		
3	3.4	BULLY-FREE ENVIRONMENT	Yes	$5,000.00	$3,776		
3	3.5	Bilingual Community Liaison Support	Yes	$30,753.00	$37,338		
3	3.6	DAILY ATTENDANCE	Yes	$2,000.00	$1,400		

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)
4,183,012	1,178,675	24.074	52.252%	$1,063,607.00	0.000%	25.427%	$1,122,086.31	26.825%

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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