

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
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Plan Summary 2025-26

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.

Golden Valley is a vibrant learning community of forward thinkers, open and enthusiastically moving toward a better future for public charter schools. Students, staff, teachers, administrators, and families work together purposefully and respectfully, developing long-lasting and productive relationships. Teams of like-minded individuals work with care to produce outcomes beneficial for our children now and in the future. Developmentally appropriate education is at the heart of all our decisions and drives our speech and action in every encounter.

Mission:

We nurture a passion for learning through head, heart, and hand experiences which prepare students to engage in a dynamic world.

Vision: Expanding access for children and families to a community of public Waldorf Schools.

Core Values:

1.) Curiosity- at Golden Valley Charter Schools we value and nurture curiosity and approach learning wholeheartedly with eagerness. We live with enthusiasm and are open to the wonders that each day holds. 2.) Reverence- The Golden Valley Charter Schools community honors and respects each other, ourselves, our environment, and all living things. Through our rituals and actions, we demonstrate care and courtesy and nurture both our physical and emotional wellbeing. As lifelong learners we give our best to all we do and compassionately build honest relationships and appreciation of diversity. 3.) Creating Community- At Golden Valley Charter Schools we invest in creating community. We see ourselves as part of the larger world, honor the value and diversity of each individual and invest in a community where we have compassion for and trust one another, are inclusive, build strong relationships, appreciate differences, seek strong relationships, appreciate differences, seek common ground, and resolve conflict peacefully. 4.) Joyful Service- At Golden Valley Charter Schools we freely participate, share, and contribute with enthusiasm. Teachers, students, staff, and volunteers willingly share our time, our talents, and our donations to serve our students and our community. 5.) Empathy- At Golden

Valley Charter Schools we practice empathy and have compassion, care, and concern for one another's needs. We endeavor to be present for each other's thoughts and feelings and seek to understand their experience. With empathy we reflect on how our actions affect others and create spaces of safety and well-being. 6.) Commitment- The Golden Valley community is committed to Waldorf inspired learning and the gentle unfolding of learning. We are willing to make and meet commitments to one another and carry responsibility for our agreements and our stated policies bridging school and home. We are faithful to our relationships. We endeavor to act in integrity with our values and commitments, be accountable and take responsibility for our choices with grace. People can rely on us.

Strategic Goals:

1.) Vibrant Learning Communities- We are a unified mosaic of diverse students, families, employees, and volunteers committed to fostering healthy learning opportunities for all. We build meaningful relationships sustaining our shared lifelong passion for learning and growth. 2.) Holistic Waldorf Education- We inspire and educate our students by providing an engaging Waldorf education that integrates the head, heart, and hands experiences. Our highly qualified educators deliver a comprehensive and integrated curriculum. Within a collaborative atmosphere main lessons and specialty classes are taught to our thriving community of learners. As early advocates of public Waldorf education, we continue to be leaders in the growing Waldorf charter school movement. 3.) Exemplary Sustainable Rhythms- Our school operates effectively, efficiently, and comfortably. Employees and volunteers conduct our educational and administrative responsibilities at a sustainable pace. Our daily and seasonal rhythms cultivate a positive learning experience. We demonstrate an exceptional ability to meet operational needs in service to our community. We prioritize our goals and objectives and measure our success. 4.) Accessible Harmonious Environments- Our learning environments include our classrooms, campuses, gardens, facilities, and surrounding natural spaces. Working together, we create a safe, sustainable, healthy, and vibrant atmosphere that promotes learning through all the senses. We are accessible to families in the Sacramento area who desire public Waldorf educational model. 5.) Responsible Fiscal Stewardship- We maintain a healthy and balanced budget. This enables our schools to achieve our short- and long-term educational and operational goals. The business team stays current on legal, political, and technological trends. We work together with Golden Valley Educational Foundation and the community for developing beneficial fundraisers.

Golden Valley Orchard School:

Our school is a community of parents and teachers using a curriculum inspired by Waldorf education that nourishes and inspires our students from transitional kindergarten through eighth grade. This type of education brings forth creative imagination, critical thinking, self-confidence, a sense of delight, and respect for nature and humanity while building a strong academic foundation. Within this framework, each teacher selects and presents the subject matter using a curriculum inspired by Waldorf Education or other best practices tailored to the learning needs of the children in their class and aligned with Common Core Content Standards. Golden Valley Orchard School serves approximately 296 students in grades TK through 8. Our student population is: 2.4% English Learners, 31.5% Low income, 2.4% Homeless, 11.6% Students with Disabilities, 68.49% White, 17.47% Hispanic, 0.34% Native American, 0.68% Black or African American, 0.68% Filipino, 11.3% Two or More Races , and 0.34% Not Reported.

LREBG funds were thoroughly expended at the time of this LCAP. If more funds become available, needs assessment data used to

draft LCAP goals and actions will be utilized to determine spending priorities for this additional funding and will be incorporated into the LCAP.

Reflections: Annual Performance

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

Academic Performance:

English Language Arts (ELA)- the school saw a decline of 13 points in performance (20.9 points below standard). Socioeconomically disadvantaged student group declined 10.9 points (23.3 points below standard). White student group declined 18.7 points (23.3 points below standard). Hispanic student group maintained performance (29.8 points below standard). Two or more races student group increased by 28 points (18.8 points above standard). Students with disabilities student group decreased by 21.4 points (136.8 points below standard).

Mathematics- the school saw a decline of 8.4 points in performance (56.6 points below standard). Socioeconomically disadvantaged student group declined 7.7 points (73.6 points below standard). White student group declined 7.4 points (51.5 points below standard). Hispanic student group declined 12.9 points (83 points below standard). Two or more races student group increased by 4.4 points (54.5 points above standard). Students with disabilities student group decreased by 53.1 points (166.9 points below standard).

Implementation of Academic Standards-Full Implementation

There were changes to the structure of the intervention model at the school and this is a possible reason for the decline in academic achievement. Needs assessment points to a need to overhaul the intervention model and provide extensive and ongoing professional development and support for staff to improve scores moving forward.

Academic Engagement:

Chronic Absenteeism- 19.1% of students are chronically absent. This is a decline of 10.9% from the 2023 Dashboard. All student groups saw a decline in their chronic absenteeism rates (Low income declined 22.2%, hispanic declined 6%, while declines 11.4%, two or more races declined 11.3%, and student with disabilities declined 29.4%).

Access to a Broad Course of Study- met

The improvement in chronic absenteeism can be attributed to a year-long attendance campaign at the school to engage community partners and inform the community on the importance of good attendance.

Conditions & Climate

Suspension Rate- the school saw an increase of 1.1% (3.8% of students suspended at least one day). Socioeconomically disadvantaged students maintained (5.4% of students suspended at least one day). White increased by 1.9% (4.2% of students suspended at least one day). Students with disabilities increased by 1.2% (7.9% of students suspended at least one day). Hispanic declined by 1.2% (4.8% of students suspended at least one day). Two or more races maintained (0% of students suspended at least one day).

Basics: Teachers, Instructional Materials, Facilities- met

Parent & Family Engagement-met (full implementation)

Local Climate Survey-met

The increase in suspensions can be attributed to the transition to the school implementing Positive Behavioral Interventions and Supports (PBIS). With the set expectations and uniform consequences, there was a peak in suspension on the 2024 Dashboard, however, there was a decrease in preliminary data for the 2024 suspensions. This indicates that the transition to PBIS and known expectations by the students while causing an initial increase in suspensions, is now trending downward. The school expects to see this reflected in the 2025 Dashboard. The parent advisory groups for Students with Disabilities is continuing to look at causes for the disproportionate rate of suspensions for this student group as well as possible professional development opportunities that could help to decrease suspensions and behavioral incidents.

Informational Purposes

Science- the school saw a decline of 5.3 points in performance (12.2 points below standard). Socioeconomically disadvantaged student group declined 3.3 points (6.2 points below standard). White student group declined 1 point (10 points below standard). Hispanic student group maintained performance (29.8 points below standard). Two or more races student group previously had fewer than 11 students and data was not available (21.2 points above standard).

English Language Arts Growth- Students in the All Students group generally scored 11 points above the typical growth of students with similar test scores in the previous grade level. Hispanic student group and students with disabilities student group showed typical growth. Two or more races, white, and socioeconomically disadvantaged student groups showed above typical growth.

Mathematics Growth- Students in the All Students group generally scored 8 points above the typical growth of students with similar test scores in the previous grade level. Hispanic, two or more races, socioeconomically disadvantaged, and students with disabilities student groups showed typical growth. White student group showed above typical growth.

Reflections: Technical Assistance

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

Not applicable.

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
1. Faculty & Staff	Faculty and staff were engaged in the following ways: School climate survey (February 2025), LCAP feedback survey (April 2025), and ongoing collaborative meetings.
2. Parents & Families	School Climate Survey; LCAP Feedback Survey
3. Students	School climate survey (grade 5-8); Student feedback session (lower grades)
4. Community Advisory Committee	CAC meetings (11/4/2024, 1/27/25, and 3/10/25), CAC LCAP feedback survey

5. Circles of Support Committee	Title I meeting 10/28/24
6. Leadership team	Weekly Leadership meetings
7. Board of Trustees	monthly meetings; mid-year update (2/12/25)

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

Educational partner engagement at GVOS is a year-round, iterative process that goes beyond the formal LCAP development cycle to ensure continuous input informs implementation and adjustments. Engagement structures such as the Community Advisory Committee (CAC), faculty meetings, and schoolwide surveys provide regular opportunities for all educational partner groups—families, students, staff, and community partners—to provide feedback on programs and practices throughout the school year.

For example, the Community Advisory Committee regularly reviews disaggregated data, including that of the Students with Disabilities subgroup, and provides targeted feedback. Over the course of the year, the committee reviewed attendance and suspension data and recognized a notable reduction in chronic absenteeism for this group—an improvement attributed to enhanced attendance efforts. However, the committee also identified a concerning upward trend in suspension rates for the same subgroup. In response, the CAC recommended that the school investigate root causes, explore alternatives to suspension, and provide ongoing professional development for staff to better support the behavioral and social-emotional needs of students with disabilities. This feedback has directly informed LCAP actions and has led to the incorporation of strategies for professional learning and restorative practices within the implementation timeline.

Additionally, feedback collected through regular faculty discussions and school community forums pointed to the need for strengthening intervention systems, particularly at Tier 1. In response, the leadership team prioritized comprehensive Tier 1 intervention training and support for the 2025–26 school year. This includes a collaborative partnership with PCOE and SCOE to deliver sustained professional development on Universal Design for Learning (UDL), ensuring classroom practices are inclusive and responsive to diverse learner needs. Building on this foundation, the school plans to implement Tier 2 intervention training during the 2026–27 school year. Staff input underscored the importance of maintaining continuous, job-embedded professional learning related to academic and behavioral interventions, and this has been embedded into LCAP actions under Goals 1 and 3.

GVOS’s commitment to ongoing engagement ensures that the voices of educational partners are consistently reflected in decision-making, leading to adaptive strategies and responsive supports that address student needs in real time. This dynamic cycle of feedback and action supports the school’s broader goal of equity and continuous improvement.

Goals and Actions

Goal

Goal #	Description	Type of Goal
Goal 1	Developmentally Appropriate Education: All students will be provided access to a comprehensive public Waldorf-inspired curriculum that is rigorous, relevant, and engaging.	Broad

State Priorities addressed by this goal.

1, 2, 4, 7, 8

An explanation of why the LEA has developed this goal.

In an effort to align with the LEA's continuous improvement work the LEA in conjunction with educational partners in response to state and local Dashboard data areas, and are reflective of the shared interests across educational partner groups. The goal, metrics, and actions have been strategically grouped together based on careful analysis of quantitative and qualitative data to identify underlying causes contributing to the Dashboard results. Analysis of data consisted of careful review of state and local data, educational partner voice, and research with a focus on increasing student outcomes, experiences, and access to opportunities. Performance will be measured using the multiple metrics under the Measuring and Reporting Results section of the goal. To achieve each goal, actions and expenditures will be implemented and updated on an annual basis and will reflect educational partner input and state and local data.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Appropriately Assigned Teachers (Percentage of "Clear" FTE as measured on the Teacher Assignment Monitoring Outcomes report)	82.3% of teachers are clear out of the 13.68 FTE teachers.	89.7% of teachers are clear out of the 14.5 FTE teachers.		85% of teachers or higher will be clear out of the FTE teachers.	The percentage of clear teachers increased by 1.2% from baseline.
2	Access to Instructional Materials (Percentage of students with	100% of students have access to standards aligned instructional materials.	100% of students have access to standards aligned instructional materials.		100% of students have access to standards aligned instructional materials.	Maintained baseline of 100%.

	access to standards aligned instructional materials-SARC)					
3	Implementation of Academic Content Standards (Local Indicator Priority 2 Self-Reflection Tool)	Full Implementation in all areas	Full Implementation in all areas		Full Implementation in all areas	Maintained full implementation status as in baseline and target for Year 3.
4	EL Access to CA Standards including ELD standards (Local Indicator Priority 2 Self-Reflection Tool)	Full Implementation	Full Implementation		Full Implementation	Maintained full implementation as in baseline and Year 3 target.
5	Pupil Achievement on Statewide Assessments (ELA Academic Indicator: Distance from Standard (DFS))	All students 7.9 points below standard; socioeconomically disadvantaged students 12.4 points below standard; white students 4.6 points below standard; hispanic students 31.4 below standard; student with two or more races 9.2 points below standard; students with disabilities 115.4 points below standard	All students 20.9 points below standard; socioeconomically disadvantaged students 23.3 points below standard; white students 23.3 points below standard; hispanic students 29.8 below standard; student with two or more races 18.8 points above standard; students with disabilities 136.8 points below standard		Each student group listed will score at or above the following distance from standard: All students 6 points below standard; socioeconomically disadvantaged students 10 points below standard; white students 3 points below standard; hispanic students 25 below standard; student with two or more races 7 points below standard; students with disabilities 100	All students group scores declined 13 points; socioeconomically disadvantaged students scores declined 10.9 points; white students scores declined 18.7 points; hispanic students scores declined slightly by 1.6 points; student with two or more races scores increased 28 points; students with disabilities scores declined 21.4 points

					points below standard.	
6	Pupil Achievement on Statewide Assessments (Mathematics Academic Indicator: Distance from Standard (DFS))	All students 48.2 points below standard; socioeconomically disadvantaged students 65.9 points below standard; white students 44.1 points below standard; hispanic students 70.1 below standard; student with two or more races 58.9 points below standard; students with disabilities 113.8 points below standard.	All students 56.6 points below standard; socioeconomically disadvantaged students 73.6 points below standard; white students 51.5 points below standard; hispanic students 83 below standard; student with two or more races 54.5 points below standard; students with disabilities 166.9 points below standard.		Each student group listed will score at or above the following distance from standard: All students 43 points below standard; socioeconomically disadvantaged students 58 points below standard; white students 40 points below standard; hispanic students 63 below standard; student with two or more races 52 points below standard; students with disabilities 100 points below standard.	All students scores declined by 8.4 points; socioeconomically disadvantaged students scores declined by 7.7 points; white students scores declined by 7.4 points; hispanic students scores declined by 12.9 points; student with two or more races scores increased by 4.4 points; students with disabilities scores declined by 53.1 points.
7	Pupil Achievement on Statewide Assessments (CAST)	34.54% students met or exceeded standard for science.	32.73% met or exceeded standard for science. Starting on the 2024 Dashboard, CAST scores are posted for schools (2024 for informational purposed only). The dashboard uses the distance from standard		38% of students will meet or exceed standard for science	The percentage of students that met or exceeded standards for science declined by 1.81% from baseline scores. Starting on the 2024 Dashboard, CAST scores are posted for schools (2024 for informational

			metric. For 2024 CAST scores GVOS performed as follows: All students 12.2 points below standard, hispanic students 21.2 points below standard, socioeconomically disadvantaged students 6.2 points below standard, and white 10 points below standard.			purposed only). The dashboard uses the distance from standard metric. For 2024 CAST scores GVOS performed as follows: All students declined 5.3 points, hispanic students (did not have reported scores the previous year due to having fewer than 11 students in this subgroup, socioeconomically disadvantaged students declined 3.3 points, and white students declined 1 point from baseline scores.
8	A broad course of study including courses described under EC Sections 51210 and 51220 as applicable (Local Indicator Priority 7 Self-Reflection Tool).	All students had access to a broad course of study that included all subject areas.	All students had access to a broad course of study that included all subject areas.		All students will have access to a broad course of study that included all subject areas.	Maintained baseline of all students having access to a broad course of study that included all subject areas.
9	Other Pupil Outcomes (Fastbridge aReading percent	55.6% of students in grade 3-8 are at or above grade level on the	56.2% of students in grade 3-8 are at or above grade level on the		60% of students in grade 3-8 will be at or above grade level on the	The percentage of students in grade 3-8 are at or above grade level on the

	of students at or above grade level)	aReading assessment.	aReading assessment.		aReading assessment.	aReading assessment increased by 0.6%
10	Other Pupil Outcomes (Fastbridge AUTOREad percent of students at or above grade level)	58.2% of students in grade 4-8 are at or above grade level on the AUTOREad assessment.	51.6% of students in grade 4-8 are at or above grade level on the AUTOREad assessment.		62% of students in grade 4-8 are at or above grade level on the AUTOREad assessment.	The percent of students in grade 4-8 are at or above grade level on the AUTOREad assessment declined by 6.6%.
11	Other Pupil Outcomes (Fastbridge aMath percent of students making 1 year's growth)	46.6% of students in grade 3-8 are at or above grade level on the aMath assessment.	46.7% of students in grade 3-8 are at or above grade level on the aMath assessment.		50% of students in grade 3-8 at or above grade level on the aMath assessment.	The percent of students in grade 3-8 are at or above grade level on the aMath assessment increased by 0.1%.
12	Other Pupil Outcomes (Fastbridge CBM Math Automaticity assessment-at or above grade level)	54.2% of students in grade 3-8 are at or above grade level on the Math Automaticity assessment.	67.8% of students in grade 3-8 are at or above grade level on the Math Automaticity assessment.		58% of students in grade 3-8 are at or above grade level on the Math Automaticity assessment.	The percent of students in grade 3-8 are at or above grade level on the Math Automaticity assessment increased by 13.6%.

Goal Analysis for 2025-26

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

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive difference in planned actions and actual implementation of the actions.

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

The school spent less on the specialty program due to fewer staff to provide services, and employed staff were newly hired and lower on the salary schedule. The school did provide more enrichment offerings in ELO-P to supplement what was not in specialty program. SPED costs increased substantially due to staffing shortages and having to rely on contractors to provide the mandated SPED services.

Class Teachers—more experienced staff were hired (higher on pay scale). Increased by one additional class and had the additional personnel expenses for an additional teacher on staff. Increased cost to employer for benefits.

Cost of materials increased due to the addition of one additional class.

PD was less because fewer teachers participated in the Waldorf training than what was expected.

An explanation of how effective the specific actions were in making progress toward the goal.

During the 2024–25 school year, Golden Valley Orchard School implemented a series of LEA-wide actions under Goal 1 to ensure all students, particularly unduplicated pupils, had access to a rigorous, relevant, and Waldorf-aligned curriculum. The LEA made moderate progress toward this goal, with improvements observed in instruction, intervention access, and student engagement. However, variation in implementation fidelity and inconsistencies in data collection affected the full realization of the intended impact.

Academic data indicated a decline in growth for socioeconomically disadvantaged (SED) students and students with disabilities (SWD). Instructionally, targeted coaching and professional development contributed to increased use of differentiated strategies—such as academic discourse structures, scaffolded texts, and visual supports—particularly in classrooms with high concentrations of SWD and SED students.

Multi-Tiered System of Support (MTSS) structures expanded access to academic and social-emotional interventions. While systems for referral were in place, underutilization of data tools and gaps in subgroup-specific tracking limited the ability to fully assess outcomes.

Expanded Learning Opportunities (ELO-P) provided a critical layer of support, particularly for SED and EL students. Survey feedback from families was overwhelmingly positive, noting the accessibility, quality, and inclusivity of these programs.

Overall, while the LEA's actions under Goal 1 established a strong foundation for improving academic opportunity and equity, the uneven implementation and inconsistent data systems made it difficult to fully demonstrate impact across all unduplicated subgroups. Moving forward, the LEA will implement a mid-year fidelity review process for coaching and intervention, strengthen tracking tools for subgroup progress in MTSS.

This reflective analysis underscores the LEA's commitment to continuously improving both the quality and the equity of services provided under Goal 1, ensuring that all students—not just in intent, but in practice—receive the support necessary to thrive in a developmentally appropriate, inclusive, and engaging learning environment.

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

The school will implement a year-long partnership with PCOE and SCOE to offer Universal Design for Learning professional development to continue to improve upon student academic growth and achievement and provide support to students where needs arise.

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
Action #1	Math	Support teachers in creating classrooms with rich-academic language, engaging tasks, and targeted assessment. Strategies and materials to incorporate real-world problem-solving situations, and equitable access to learning for all students.	\$10,300.00	Yes
Action #2	English Language Arts	Support teachers in creating classrooms with rich academic language, engaging tasks, and targeted assessment in English Language Arts. Teachers will be supported to participate in meaningful professional learning around increasing rigor and depth of knowledge with literacy-related lessons and activities as well as how to adjust instruction to ensure the instruction and content is meeting the needs of all students. This includes materials.	\$10,300.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #3	Interventions	Support implementation of tiered interventions using relevant data to target instruction and monitor literacy and math. Students that are identified and Title I and Unduplicated Pupils will be prioritized for receiving interventions; Staff to provide instructional and support services for all students; ensure that there are research-based materials and technology needed to perform interventions that meet the needs of all students.	\$69,300.00	Yes
Action #4	Academic Supports for EL Students	Provide support for implementation of English Language Development (ELD) and content standards to support teachers in meeting the needs of English Language Learners (ELs). This includes support staff to provide professional learning focused on data analysis, strategies for designated ELD instruction, and strategies for integrated ELD instruction.	\$45,000.00	Yes
Action #5	Title I Supports	Provide support to school focused on meeting the needs of Title I students focused on academic and social emotional learning.	\$0.00	Yes
Action #6	Enrichment Opportunities	Provide access to after school, intersession, and summer	\$250,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		enrichment programs, prioritizing unduplicated pupils, to provide enriching academic, physical, visual and performing arts, and STEM related activities and opportunities that extend learning beyond the instructional day; professional learning opportunities for Eagle's Nest (ELO-P) staff; and ensure that students have the materials needed for all enrichment opportunities.		
Action #7	Professional Development	Provide support and training to new and veteran teachers in a system of professional growth; trainings in Waldorf pedagogy; curriculum development and support. This includes mentoring services and supports.	\$33,380.00	Yes
Action #8	Specialty Classes	Students will receive instruction related to arts, music, world languages, physical education, etc. to support the education of the whole child; and materials to support instruction in specialty classes.	\$237,340.00	No
Action #9	Central Office System Supports for Continuous Improvement	Support to school from central office staff to support continuous improvement principles and practices with educational partners with a focus on increasing and improving services and supports for targeted student	\$303,471.00	No

Action #	Title	Description	Total Funds	Contributing
		groups. This includes staff and professional learning.		
Action #10	Supports and Services for Students with Exceptional Needs	Support for implementing inclusive practices for students with exceptional needs. This includes staff, professional development opportunities, and materials.	\$319,411.00	Yes
Action #11	Class Teachers	Appropriately assigned and credentialed class teachers to provide instruction in grades TK-8.	\$1,019,312.00	Yes
Action #12	Classroom Materials	All classroom materials will be provided for all students.	\$27,500.00	Yes

Goal

Goal #	Description	Type of Goal
Goal 2	Intentional Culture of Care: The school will promote the complete education, both academically and socially, to ensure the success and safety of all students.	Broad

State Priorities addressed by this goal.

1, 5, 6

An explanation of why the LEA has developed this goal.

This goal is designed to create a safe, inclusive, and supportive learning environment that nurtures the whole child. It reflects the school's commitment to both academic achievement and the emotional well-being of all students, especially those from historically underserved groups. Through the intentional integration of school climate strategies, social-emotional learning (SEL), access to basic services, and restorative approaches to discipline, the actions under this goal are purposefully aligned to meet the requirements and intent of State Priorities 1 (Basic Services), 5 (Pupil Engagement), and 6 (School Climate).

Priority 1 – Basic Services:

This priority requires schools to ensure students have access to clean, safe, and well-maintained facilities and appropriate instructional materials. Action 1 (Facility Maintenance) ensures that all classrooms and school grounds are regularly inspected and maintained in

accordance with the “Good Repair” standard defined by the School Accountability Report Card (SARC). Monitoring tools include monthly facilities reviews and annual SARC data, providing transparency and accountability for maintaining high standards.

Priority 5 – Pupil Engagement:

This priority focuses on improving student engagement through improved attendance and reduced dropout rates. Action 2 (Mindfulness Room) and Action 3 (Climate Improvement & Restorative Practices) provide Tier 1 and Tier 2 supports to help students manage emotions, reduce behavioral incidents, and feel more connected to school. By proactively addressing the underlying causes of disengagement—such as stress, trauma, or lack of connection—these actions are designed to reduce chronic absenteeism and dropout risk. These efforts are further supported by Action 4 (Universal Meals), which removes barriers to attendance by ensuring that every student receives two nutritious meals per day, helping meet their basic needs and supporting their ability to focus and learn.

Priority 6 – School Climate:

This priority emphasizes the importance of fostering a safe and inclusive school environment and reducing suspensions. Action 3 specifically addresses this through professional development in culturally responsive practices, SEL, and restorative alternatives to exclusionary discipline. Staff are trained to use relationship-centered strategies that build trust and community while reducing reliance on punitive measures. Monitoring includes ongoing discipline data review (disaggregated by subgroup), teacher feedback, and student climate surveys.

The actions under Goal 2 are structured to work together as a system of care that promotes both academic readiness and personal well-being. Importantly, they are designed to have an inclusive and equitable impact, with a specific focus on improving outcomes for unduplicated pupils (students who are socioeconomically disadvantaged, English learners, foster or homeless youth). The use of targeted support mechanisms—such as the Mindfulness Room, restorative practices, and access to meals—ensures that barriers to success are identified early and addressed through multi-tiered supports that are proactive rather than reactive.

Effectiveness and fidelity of implementation will be monitored through a structured rhythm of data collection, reflection, and stakeholder engagement (e.g., through CAC and Circles of Support). Adjustments to actions will be made in real time to ensure responsiveness to changing student needs and conditions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Safe, Clean & Functional School Facility (SARC)	Instances Where Facilities Do Not Meet The "Good Repair" Standard: 0	Instances Where Facilities Do Not Meet The "Good Repair" Standard: 0		Instances Where Facilities Do Not Meet The "Good Repair" Standard: 0	Maintained baseline level of no instances where facilities did not meet the "Good Repair" standard.

2	School Attendance Rate (Local: Aeries-SIS)	93.5 %	94.7% (attendance months 1-10)		>95%	The attendance rate increased by 0.1% from baseline.
3	Middle School Dropout Rate (CALPADS)	0%	0%		Maintain 0%	Maintained a dropout rate of 0%
4	Local School Climate Survey (ASSC School Climate Assessment Instrument)	Overall School Climate: 3.75 (staff); 3.92 (parents); 3.32 (students)	Overall School Climate: 3.84 (staff); 4.16 (parents); 3.75 (students)		Overall School Climate: 4.00 (staff); 4.00 (parents); 3.50 (students)	Staff school climate scores increased by 0.09 points; parents scores increased by 0.24 points; and student scores increased 0.43.

Goal Analysis for 2025-26

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

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive difference in planned actions and actual implementation of the actions.

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.

Mindfulness Room had less personnel expenses and materials than planned. Extra hours not provided.

An explanation of how effective the specific actions were in making progress toward the goal.

Golden Valley Orchard School implemented several key actions under Goal 2 to support the social-emotional well-being, safety, and engagement of all students, with particular emphasis on the needs of unduplicated pupils—socioeconomically disadvantaged students, English learners, foster youth, and homeless students. While most actions were effectively implemented and showed strong promise, variation in implementation fidelity and some limitations in data collection affected the full realization of intended impacts, particularly for high-needs subgroups.

The school's facilities consistently met "Good Repair" standards (Action 1), as verified through monthly inspections and annual SARC reporting. This created a safe and welcoming environment conducive to learning and well-being for all students. Although this action broadly supported all pupils, it particularly benefited homeless and foster youth, who may be more sensitive to environmental safety and predictability due to unstable living conditions.

The Mindfulness Room (Action 2) served as a central Tier 1 and Tier 2 behavioral and SEL support. Usage data showed high engagement among unduplicated pupils, especially students with IEPs and those identified as low-income. Many students used the space proactively to manage stress or re-regulate behavior, supporting a reduction in behavioral disruptions. However, the referral process varied across classrooms, and some staff underutilized the resource. Additionally, while usage logs were maintained, follow-up tracking of SEL outcomes (e.g., academic reengagement or long-term behavior changes) was not consistently documented. As a result, while qualitative feedback confirmed the room's value, a more rigorous system to connect SEL support to long-term student outcomes is needed.

Action 3 (School Climate Improvement) included professional development in restorative practices and PBIS. Suspension data showed reduction in exclusionary discipline, particularly among SED and Hispanic students, suggesting early positive impact. Yet, for students with disabilities, suspension rates increased slightly (from 6.7% to 7.9%), highlighting a continued area of disproportionality. While staff attendance at PD sessions was strong, implementation of restorative practices varied by teacher. Some classrooms embedded PBIS and community-building practices with fidelity, while others defaulted to traditional behavior management techniques. This inconsistency suggests the need for additional coaching and support to ensure practices are fully integrated across settings.

Action 4 (Universal Meals) was highly effective in reducing barriers to attendance and engagement. All students received two meals daily, regardless of income or status. Participation was high across all student groups, and family surveys reported strong satisfaction with food quality and availability. For unduplicated pupils, especially those experiencing food insecurity, this action was a critical equity measure. However, while participation was logged daily, data was not disaggregated to analyze usage trends among unduplicated students specifically. Improving data granularity would help assess whether these students are accessing meals at consistent rates.

From a broader perspective, Goal 2 actions led to measurable improvements across multiple indicators: 1) School attendance improved (from 93.5% to 94.7%), with chronic absenteeism declining significantly across all subgroups, including a 22.2% drop for SED students and a 29.4% drop for students with disabilities. 2) School climate survey scores improved across all educational partner groups. Despite these successes, data collection challenges limited full evaluation of impact. Disaggregated data on Mindfulness Room follow-up and SEL outcomes by subgroup were inconsistently tracked.

Overall, the actions under Goal 2 were effective in fostering a safer, more supportive, and responsive school climate. The LEA made meaningful progress in engagement, attendance, and climate measures for unduplicated pupils. However, deeper impact evaluation and more consistent data collection are necessary to fully demonstrate outcomes.

These improvements will enhance the LEA's ability to not only deliver but evaluate the effectiveness of increased or improved services for unduplicated students and ensure alignment with state priorities for engagement, climate, and basic services.

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

Based on the most recent School Climate survey results, GVOS will focus its efforts on strengthening the leadership of the school and to foster unified adherence to GVCS mission, vision, and values so that all staff, students, and families feel safe and supported.

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
Action #1	Facility	Students and staff will have a safe and clean school to support the instructional program.	\$361,852.00	No
Action #2	Mindfulness Room	Students will have access to a physical space and staff to help with social-emotional learning and behavioral supports.	\$70,000.00	No
Action #3	School Climate Improvement	Build and create culturally responsive, psychologically, socially, emotionally, and academically safe environments by providing professional development to support the school with student engagement, alternative practices to suspensions (Restorative Practice, Positive Behavioral Interventions and Supports, and social-emotional learning).	\$3,500.00	Yes
Action #4	Universal Meals	Students will have access to two meals each day at no cost each instructional day.	\$170,000.00	Yes

Goal

Goal #	Description	Type of Goal
Goal 3	Vibrant Learning Community: The school will build relationships to connect students and families with programs and resources to help foster healthy learning opportunities for all students.	Broad

State Priorities addressed by this goal.

3, 6, 7

An explanation of why the LEA has developed this goal.

This goal recognizes that strong student outcomes are built upon meaningful partnerships between schools, families, and communities, and that student success requires both academic access and emotional connection. Goal 3 is aligned to the LEA's strategic commitment to equity, relationship-based education, and culturally responsive practice. Its actions are designed to ensure that all students—particularly those who are historically underserved—have access to a full educational experience, supportive relationships, and a strong sense of belonging.

The goal addresses the requirements and intent of State Priorities 3 (Parent Involvement), 6 (School Climate), and 7 (Course Access) as outlined below:

Priority 3 – Parent Involvement (Family Engagement):

This priority calls for schools to meaningfully engage parents and families in school programs and decision-making. Action 3 (Family and Community Engagement) is designed to build parent leadership and strengthen school-home partnerships through ongoing opportunities for families to engage in decision-making, contribute input, and receive resources to support learning at home. Structures such as Circles of Support and the Community Advisory Committee (CAC) offer culturally responsive and linguistically inclusive platforms for families to share perspectives and co-create solutions. The school uses the Priority 3 Self-Reflection Tool to assess progress and identify areas of growth annually. Targeted outreach efforts ensure inclusion of families of unduplicated pupils and students with disabilities in engagement efforts.

Priority 6 – School Climate:

This priority focuses on reducing discipline disparities and improving the overall sense of safety, inclusiveness, and belonging. Action 1 (Accessible and Responsive Schools for Students with Exceptional Needs) and Action 2 (Responsive Supports for Unduplicated Pupils) address climate disparities by providing targeted academic, social, and behavioral supports for students who face systemic barriers. These supports are designed to promote inclusion and decrease exclusionary practices by meeting students' individual needs before they escalate into discipline issues. All actions under this goal contribute to cultivating a learning environment where students feel respected, supported, and understood—factors that are known to correlate with improved attendance and lower suspension rates. Effectiveness is measured using chronic absenteeism rates, suspension data, and annual school climate survey results disaggregated

by subgroup.

Priority 7 – Course Access:

This priority ensures all students, regardless of background or need, have access to a broad course of study as outlined in Education Code sections 51210 and 51220. Through the implementation of specialized supports and individualized instructional approaches (Action 1 and Action 2), students with disabilities and unduplicated pupils are actively supported in accessing the full range of Waldorf-inspired curriculum, including arts, science, movement, and social-emotional learning. These supports allow students who might otherwise be at risk of being excluded from certain subjects or enrichment activities to fully participate and thrive. Monitoring of course access is conducted through schedule reviews, enrollment in specialty and enrichment classes, and subgroup participation data to ensure equity across program areas.

Implementation of Goal 3 actions will be monitored quarterly through attendance and suspension data reviews, family feedback surveys, and engagement activity logs. Educational partners, including parents, teachers, and students, will be invited to reflect on progress during CAC meetings and community forums. Adjustments will be made mid-year based on input and emerging needs to ensure responsiveness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Promote parental participation in programs (Local Indicator Priority 3 Self-Reflection Tool: Parental Involvement and Family Engagement)	Full Implementation in all areas	Full Implementation in all areas		Full Implementation in all areas	Maintained Full Implementation in all areas from baseline.

2	Chronic Absenteeism Rate (CA School Dashboard)	All Students: 30% Socioeconomically Disadvantaged: 47.2% Students with Disabilities: 48.3% Hispanic: 26% White: 32.7% Two or More Races: 15%	All Students: 19.1% Socioeconomically Disadvantaged: 25% Students with Disabilities: 18.9% Hispanic: 20% White: 21.3% Two or More Races: 3.7%		10% or less for all student groups	All Students: Declined 10.9% Socioeconomically Disadvantaged: Declined 22.2% Students with Disabilities: Declined 29.4% Hispanic: Declined 6% White: Declined 11.4% Two or More Races: Declined 11.3%
3	Pupil Suspension Rates (CA School Dashboard)	All Students: 2.7% Socioeconomically Disadvantaged: 5.5% Students with Disabilities: 6.7% Hispanic: 6.0% White: 2.3% Two or More Races: 0%	All Students: 3.8% Socioeconomically Disadvantaged: 5.4% Students with Disabilities: 7.9% Hispanic: 4.8% White: 4.2% Two or More Races: 0%		All Students: 1.5% Socioeconomically Disadvantaged: 3.0% Students with Disabilities: 4.0% Hispanic: 3.0% White: 1.5% Two or More Races: 0%	All Students: increased 1.1% Socioeconomically Disadvantaged: maintained (-0.1%) Students with Disabilities: increased 1.2% Hispanic: declined 1.2% White: increased 1.9% Two or More Races: maintained 0%
4	Pupil Expulsion Rates (DataQuest Expulsion Rate)	0%	0%		Maintain 0%	Maintained 0% expulsion rate.

Goal Analysis for 2025-26

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

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive difference in planned actions and actual implementation of the actions.

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

The family engagement opportunity events this year did not have any costs to the school and therefore the expenditures were much less than planned.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions under Goal 3 were generally effective in building a stronger, more inclusive school community and in beginning to close engagement and access gaps—particularly for unduplicated pupils and students with exceptional needs. Effectiveness varied by action, with strong results in family engagement structures and targeted supports, and moderate progress in ensuring full academic access for students with exceptional needs.

Action 1 – Accessible and Responsive Schools for Students with Exceptional Needs Effectiveness: Moderate

Successes: IEP services were implemented on schedule, and general education teachers received support to adapt instruction. Some students with disabilities participated in enrichment classes or schoolwide activities, reflecting increased access.

Gaps: Documentation of collaboration between general and special education staff was inconsistent. Students with disabilities are given referrals and suspension at a disproportionate rate to their peers.

Conclusion: This action laid foundational work for inclusion, but deeper integration of students with exceptional needs into the full curriculum is still needed.

Action 2 – Responsive Supports for Unduplicated Pupils Effectiveness: Strong

Successes: Attendance intervention logs showed frequent outreach to low-income students.

SEL supports (ex. Mindfulness Room referrals) were increasingly used by unduplicated pupils.

Gaps: Some families needed repeated outreach to fully engage with offered supports.

Conclusion: This action effectively identified and responded to student needs, particularly for socioeconomically disadvantaged students. It showed a clear impact on both engagement and well-being.

Action 3 – Family and Community Engagement Effectiveness: Strong

Successes: Family participation in Circles of Support and CAC increased. Surveys reflected a high level of satisfaction with communication and school responsiveness.

Gaps: Need to further expand engagement opportunities beyond school hours or traditional meeting formats to reach working families.

Conclusion: This action effectively elevated parent voice and supported meaningful engagement in school life, aligning well with Priority

3.

Impact on Goal 3 Metrics

- 1) School Climate Survey Results: Improved scores related to sense of belonging and parent satisfaction.
- 2) Engagement Data: Increased attendance at family events and advisory meetings, particularly among underrepresented groups.
- 3) Access to Support Services: Higher referral and follow-through rates for SEL, academic, and basic needs support.
- 4) Student Participation: Increased involvement of unduplicated pupils in intervention, wellness, and community-building activities.

Overall, Goal 3 actions were effective in creating more responsive, inclusive systems of support and engagement. While Action 1 requires continued development to fully ensure course access for students with exceptional needs, Actions 2 and 3 demonstrate meaningful, measurable progress toward building a vibrant learning community where all students and families feel seen, supported, and involved.

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

The school will continue its efforts with working with community to identify areas of need for student groups and collaborate on methods to improve upon these identified needs. Based on feedback during the 24-25 school year, the school will implement a year-long staff training on Universal Design for Learning (UDL) to help better meet the academic, social, and behavioral needs for all students. The school will be looking into alternatives to suspension and restorative justice practices to help reduce suspension rates.

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
Action #1	Accessible and Responsive Schools for Students with Exceptional Needs	Provide responsive programs, curriculum, and instruction to support the needs of students with exceptional needs.	\$58,196.00	No
Action #2	Accessible and Responsive Schools for Unduplicated Pupils	Provide responsive programs, curriculum, and instruction to support unduplicated pupils (students identified and socioeconomically disadvantaged,	\$58,196.00	Yes

Action #	Title	Description	Total Funds	Contributing
		foster/homeless youth, and English Language Learners).		
Action #3	Family and Community Engagement	Provide avenues where families are valued as active participants in building and fostering strong school and community relationships and connections. Provide information to families on how to support the efforts of the school at home. Build capacity with families to take leadership roles that address specific school needs.	\$18,000.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$232,421.00	\$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.01%	0.00%	\$0.00	7.01%

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 #(s)	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
Goal 1 Action 1, Goal 1 Action 2, Goal 1 Action 3, Goal 1 Action 5, Goal 1 Action 6, Goal 1 Action 7, Goal 1 Action 10, Goal 1 Action 11, Goal 1 Action 12, Goal 2 Action 2, Goal 2 Action 3, Goal 2 Action 4, Goal 3 Action 3	Golden Valley Orchard School's unduplicated pupils—particularly socioeconomically disadvantaged (SED) students—demonstrate significant academic and engagement-related needs. According to the 2024 Dashboard: 1) SED students scored 23.3 points below standard in ELA and 73.6 points below standard in Math. 2) Students with disabilities scored 136.8 points below standard in ELA and 166.9 points below standard in Math. 3) Chronic absenteeism among SED students was 47.2% (now improved to 25%, but still above the school average of 19.1%). 4) Suspension rates for SED students were 5.4%, compared to 3.8% overall.	The following actions are designed to address these needs and are implemented LEA-wide to ensure equitable access while being strategically differentiated for unduplicated pupils: 1) Instructional Supports & Professional Development (Goal 1, Actions 1–3, 7, 11): Teachers receive Universal Design for Learning (UDL) training with a focus on scaffolding, culturally responsive teaching, and ELD strategies. MTSS interventions prioritize unduplicated pupils for Tier 2/3 supports. Instructional coaching and data reviews are targeted to classrooms with high concentrations of unduplicated students. 2) Expanded Learning Opportunities (Goal 1, Action 6): ELO-P programs prioritize unduplicated pupils for enrollment and are designed to address academic gaps and enrichment access. Participation is tracked and disaggregated to ensure equity. 3) Social-Emotional & Behavioral Supports (Goal 2, Actions 2–4): The Mindfulness Room and restorative practices are used more frequently by unduplicated pupils.	1) CA Dashboard ELA/Math Distance from Standard (DFS) for unduplicated pupils 2) Fastbridge aReading/aMath growth by subgroup 3) Chronic absenteeism and suspension rates disaggregated by subgroup 4) Participation in ELO-P and SEL supports 5) Family engagement logs and surveys

Universal Meals reduce barriers to attendance and engagement for low-income students. 4) Family & Community Engagement (Goal 3, Action 3): Circles of Support and the Community Advisory Committee (CAC) include targeted outreach to families of unduplicated pupils. Engagement is tracked and adjusted based on subgroup participation and feedback. These actions are provided LEA-wide to ensure systemic equity and access, but are principally directed toward unduplicated pupils through differentiated implementation, targeted outreach, and prioritized access.

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 #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1 Action 4	The EL student group is below 11 students, but the LEA wants to monitor the progress of identified EL students to ensure academic achievement and success in the instructional program.	Having staff trained on the assessment and identification of EL students will collaborate with class teachers to ensure effective instructional strategies and interventions are being provided to EL students.	In Action 4, the school improved academic outcomes for English learners by providing designated ELD instruction in small groups, led by trained staff who also supported general education teachers in delivering integrated ELD strategies across content areas. This ensured that ELs received explicit language development instruction that built on

			their existing linguistic strengths while accessing core content.
Goal 3 Action 2	SED students are performing below the overall student group in academic areas, chronic absenteeism, and suspension.	The LEA will implement an advisory committee to increase parent engagement and educational partner feedback to identify and address the identified needs of SED students and support families in improving the identified needs.	Local indicator priority 3 self-reflection, chronic absenteeism and pupil suspension rates

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.

Not applicable

Additional Concentration Grant Funding

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

Not applicable

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	12.3 to 1	N/A
Staff-to-student ratio of certificated staff providing direct services to students	18.8 to 1	N/A

2025-26 Total Planned Expenditures Table

LCAP Year	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 (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-26	\$3,315,159.00	\$232,421.00	7.01%	0.00%	7.01%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals	\$2,842,587.00	\$186,751.00	\$0.00	\$35,720.00	\$3,065,058.00	\$1,940,204.00	\$1,124,854.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
1	1	Math	All	Yes	LEA-Wide	Low Income	LEA Wide	Ongoing
1	2	English Language Arts	All	Yes	LEA-Wide	Low Income	All Schools	Ongoing
1	3	Interventions	All	Yes	LEA-Wide	Low Income	All Schools	Ongoing
1	4	Academic Supports for EL Students	EL	Yes	Limited	EL	All Schools	Ongoing
1	5	Title I Supports	All	Yes	LEA-Wide	Low Income, Homeless & Foster Youth, EL	All Schools	Ongoing
1	6	Enrichment Opportunities	All	Yes	LEA-Wide	Low Income, Homeless & Foster Youth, EL	All Schools	Ongoing
1	7	Professional Development	All	Yes	LEA-Wide	Low Income, Homeless &	All Schools	Ongoing

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
						Foster Youth, EL		
1	8	Specialty Classes	All	No	LEA-Wide	Low Income, Homeless & Foster Youth, EL	All Schools	Ongoing
1	9	Central Office System Supports for Continuous Improvement	All	No	LEA-Wide	Low Income, Homeless & Foster Youth, EL	All Schools	Ongoing
1	10	Supports and Services for Students with Exceptional Needs	All	Yes	LEA-Wide	Low Income, Homeless & Foster Youth, EL	All Schools	Ongoing
1	11	Class Teachers	All	Yes	LEA-Wide	Low Income, Homeless & Foster Youth, EL	All Schools	Ongoing
1	12	Classroom Materials	All	Yes	LEA-Wide	Low Income, Homeless & Foster Youth, EL	All Schools	Ongoing
2	1	Facility	All	No	LEA-Wide	Low Income, Homeless & Foster Youth, EL	All Schools	Ongoing
2	2	Mindfulness Room	All	No	LEA-Wide	Low Income, Homeless & Foster Youth, EL	All Schools	Ongoing

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
2	3	School Climate Improvement	All	Yes	LEA-Wide	Low Income, Homeless & Foster Youth, EL	All Schools	Ongoing
2	4	Universal Meals	All	Yes	LEA-Wide	Low Income	LEA Wide	Ongoing
3	1	Accessible and Responsive Schools for Students with Exceptional Needs	Students with Disabilities	No	LEA-Wide	Low Income, Homeless & Foster Youth, EL	All Schools	Ongoing
3	2	Accessible and Responsive Schools for Unduplicated Pupils	Unduplicated Pupils	Yes	Limited	Low Income	All Schools	Ongoing
3	3	Family and Community Engagement	All	Yes	LEA-Wide	Low Income, Homeless & Foster Youth, EL	All Schools	Ongoing

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	\$0.00	\$10,300.00	\$0.00	\$0.00	\$0.00	\$10,300.00	\$10,300.00	0.00%
1	2	\$0.00	\$10,300.00	\$0.00	\$0.00	\$0.00	\$10,300.00	\$10,300.00	0.00%

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	3	\$59,000.00	\$10,300.00	\$59,000.00	\$0.00	\$0.00	\$10,300.00	\$69,300.00	0.00%
1	4	\$45,000.00	\$0.00	\$45,000.00	\$0.00	\$0.00	\$0.00	\$45,000.00	0.00%
1	5	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
1	6	\$222,500.00	\$27,500.00	\$250,000.00	\$0.00	\$0.00	\$0.00	\$250,000.00	0.00%
1	7	\$0.00	\$33,380.00	\$28,560.00	\$0.00	\$0.00	\$4,820.00	\$33,380.00	0.00%
1	8	\$200,000.00	\$37,340.00	\$200,000.00	\$37,340.00	\$0.00	\$0.00	\$237,340.00	0.00%
1	9	\$0.00	\$303,471.00	\$303,471.00	\$0.00	\$0.00	\$0.00	\$303,471.00	0.00%
1	10	\$150,000.00	\$169,411.00	\$170,000.00	\$149,411.00	\$0.00	\$0.00	\$319,411.00	0.00%
1	11	\$1,019,312.00	\$0.00	\$1,019,312.00	\$0.00	\$0.00	\$0.00	\$1,019,312.00	0.00%
1	12	\$0.00	\$27,500.00	\$27,500.00	\$0.00	\$0.00	\$0.00	\$27,500.00	0.00%
2	1	\$0.00	\$361,852.00	\$361,852.00	\$0.00	\$0.00	\$0.00	\$361,852.00	0.00%
2	2	\$68,000.00	\$2,000.00	\$70,000.00	\$0.00	\$0.00	\$0.00	\$70,000.00	0.00%
2	3	\$0.00	\$3,500.00	\$3,500.00	\$0.00	\$0.00	\$0.00	\$3,500.00	0.00%
2	4	\$60,000.00	\$110,000.00	\$170,000.00	\$0.00	\$0.00	\$0.00	\$170,000.00	0.00%
3	1	\$58,196.00	\$0.00	\$58,196.00	\$0.00	\$0.00	\$0.00	\$58,196.00	0.00%
3	2	\$58,196.00	\$0.00	\$58,196.00	\$0.00	\$0.00	\$0.00	\$58,196.00	0.00%
3	3	\$0.00	\$18,000.00	\$18,000.00	\$0.00	\$0.00	\$0.00	\$18,000.00	0.00%

2025-26 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)
\$3,315,159.00	\$232,421.00	7.01%	0.00%	7.01%	\$1,849,068.00	0.00%	55.78%

Totals by Type	Total LCFF Funds
Total:	\$1,849,068.00
LEA-wide Total:	\$2,739,391.00
Limited Total:	\$103,196.00
Schoolwide Total:	\$0.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Math	Yes	LEA-Wide	Low Income	LEA Wide	\$0.00	0.00%
1	2	English Language Arts	Yes	LEA-Wide	Low Income	All Schools	\$0.00	0.00%
1	3	Interventions	Yes	LEA-Wide	Low Income	All Schools	\$59,000.00	0.00%
1	4	Academic Supports for EL Students	Yes	Limited	EL	All Schools	\$45,000.00	0.00%

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	5	Title I Supports	Yes	LEA-Wide	Low Income, Homeless & Foster Youth, EL	All Schools	\$0.00	0.00%
1	6	Enrichment Opportunities	Yes	LEA-Wide	Low Income, Homeless & Foster Youth, EL	All Schools	\$250,000.00	0.00%
1	7	Professional Development	Yes	LEA-Wide	Low Income, Homeless & Foster Youth, EL	All Schools	\$28,560.00	0.00%
1	10	Supports and Services for Students with Exceptional Needs	Yes	LEA-Wide	Low Income, Homeless & Foster Youth, EL	All Schools	\$170,000.00	0.00%
1	11	Class Teachers	Yes	LEA-Wide	Low Income, Homeless & Foster Youth, EL	All Schools	\$1,019,312.00	0.00%
1	12	Classroom Materials	Yes	LEA-Wide	Low Income, Homeless & Foster Youth, EL	All Schools	\$27,500.00	0.00%
2	3	School Climate Improvement	Yes	LEA-Wide	Low Income, Homeless & Foster Youth, EL	All Schools	\$3,500.00	0.00%

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	4	Universal Meals	Yes	LEA-Wide	Low Income	LEA Wide	\$170,000.00	0.00%
3	2	Accessible and Responsive Schools for Unduplicated Pupils	Yes	Limited	Low Income	All Schools	\$58,196.00	0.00%
3	3	Family and Community Engagement	Yes	LEA-Wide	Low Income, Homeless & Foster Youth, EL	All Schools	\$18,000.00	0.00%

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals	\$3,066,104.00	\$3,334,488.63

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Math	Yes	\$10,300.00	\$8,278.11
1	2	English Language Arts	Yes	\$10,300.00	\$8,546.68
1	3	Interventions	Yes	\$110,300.00	\$52,110.22

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	4	Academic Supports for EL Students	Yes	\$45,000.00	\$45,599.21
1	5	Title I Supports	Yes	\$0.00	\$0.00
1	6	Enrichment Opportunities	Yes	\$150,000.00	\$275,739.13
1	7	Professional Development	Yes	\$53,400.00	\$32,415.49
1	8	Specialty Classes	No	\$237,340.00	\$179,143.41
1	9	Central Office System Supports for Continuous Improvement	No	\$489,344.00	\$478,281.46
1	10	Supports and Services for Students with Exceptional Needs	Yes	\$319,411.00	\$447,549.47
1	11	Class Teachers	Yes	\$890,617.00	\$1,095,614.89
1	12	Classroom Materials	Yes	\$55,000.00	\$60,501.86
2	1	Facility	No	\$324,900.00	\$324,900.00
2	2	Mindfulness Room	No	\$70,000.00	\$45,228.42
2	3	School Climate Improvement	Yes	\$3,500.00	\$1,418.34
2	4	Universal Meals	Yes	\$170,000.00	\$179,037.00
3	1	Accessible and Responsive Schools for Students with Exceptional Needs	Yes	\$54,346.00	\$47,322.72
3	2	Accessible and Responsive Schools for Unduplicated Pupils	Yes	\$54,346.00	\$47,322.72
3	3	Family and Community Engagement	Yes	\$18,000.00	\$5,479.50

2024-25 Contributing Actions Annual Update Table

Totals	6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
Totals	\$175,264.00	\$1,667,772.00	\$2,127,936.42	(\$460,164.42)	60.31%	71.63%	11.32%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total 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	Math	Yes	\$0.00	\$0.00	0.00%	0.00%
1	2	English Language Arts	Yes	\$0.00	\$0.00	0.00%	0.00%
1	3	Interventions	Yes	\$59,000.00	\$44,167.09	3.45%	1.45%
1	4	Academic Supports for EL Students	Yes	\$45,000.00	\$45,599.21	1.41%	1.43%
1	5	Title I Supports	Yes	\$0.00	\$0.00	0.00%	0.00%
1	6	Enrichment Opportunities	Yes	\$150,000.00	\$275,739.13	4.70%	8.65%
1	7	Professional Development	Yes	\$48,580.00	\$27,595.49	1.67%	1.02%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total 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	10	Supports and Services for Students with Exceptional Needs	Yes	\$170,000.00	\$298,138.47	10.02%	14.04%
1	11	Class Teachers	Yes	\$840,000.00	\$1,095,614.89	27.94%	34.36%
1	12	Classroom Materials	Yes	\$55,000.00	\$60,501.86	1.72%	1.89%
2	3	School Climate Improvement	Yes	\$3,500.00	\$1,418.34	0.11%	0.04%
2	4	Universal Meals	Yes	\$170,000.00	\$179,037.00	5.33%	5.62%
3	1	Accessible and Responsive Schools for Students with Exceptional Needs	Yes	\$54,346.00	\$47,322.72	1.70%	1.48%
3	2	Accessible and Responsive Schools for Unduplicated Pupils	Yes	\$54,346.00	\$47,322.72	1.70%	1.48%
3	3	Family and Community Engagement	Yes	\$18,000.00	\$5,479.50	0.56%	0.17%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover - Percentage (Input Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$2,911,365.00	\$175,264.00	0.00%	6.02%	\$2,127,936.42	71.63%	144.72%	\$0.00 - No Carryover	0.00% - No Carryover

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.

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.
- 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.

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

School districts and COEs: *EC* sections [52060\(g\)](#) ([California Legislative Information](#)) and [52066\(g\)](#) ([California Legislative Information](#)) 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\(d\)](#) ([California Legislative Information](#)) 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 \(California Legislative Information\)](#);
 - **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **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\(b\)\(1\) \(California Legislative Information\)](#) 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.

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

- 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.
- 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.
- 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.

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 of 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).