

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Hume Lake Charter School

CDS Code: 101010180111682

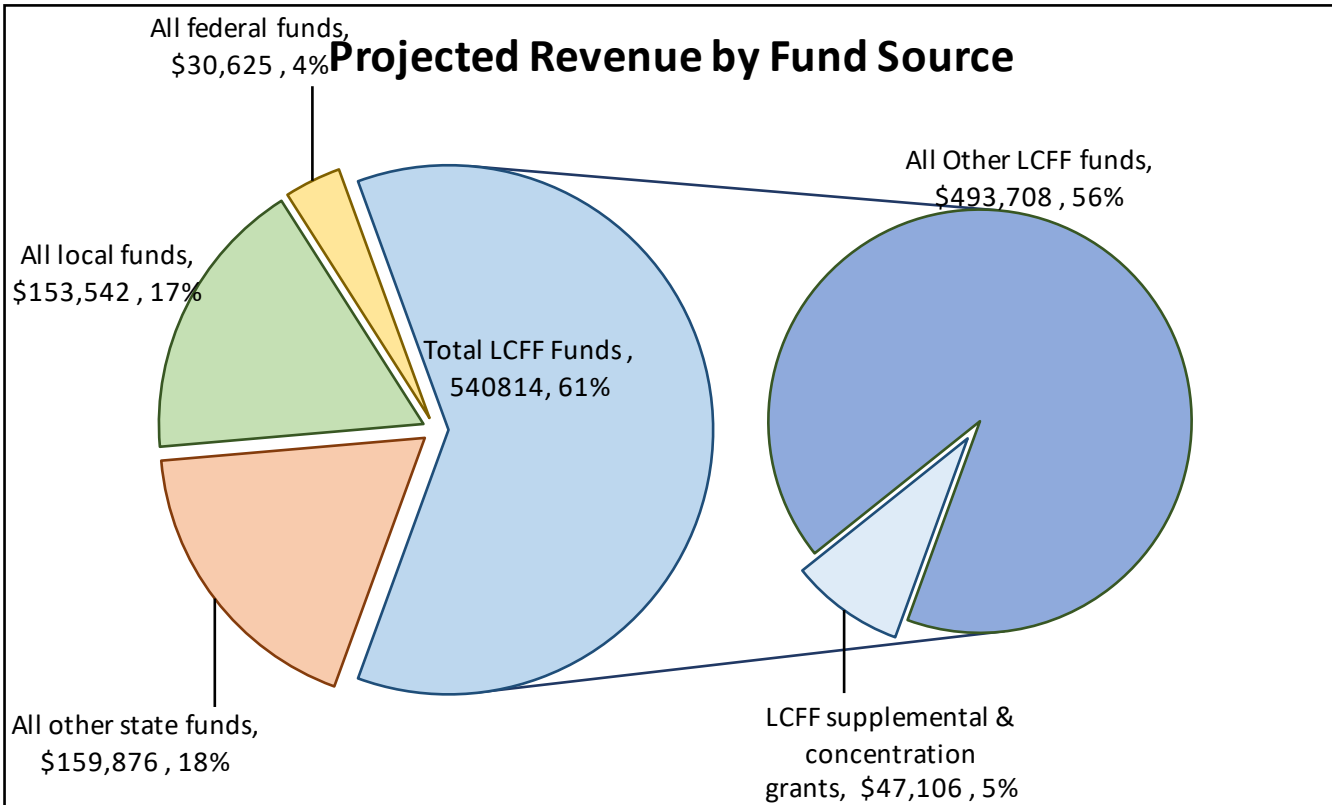
School Year: 2026-27

LEA contact information: Jeff Kirchner (559) 305-7565 jkirchner@humelakecharter.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

Projected Revenue by Fund Source

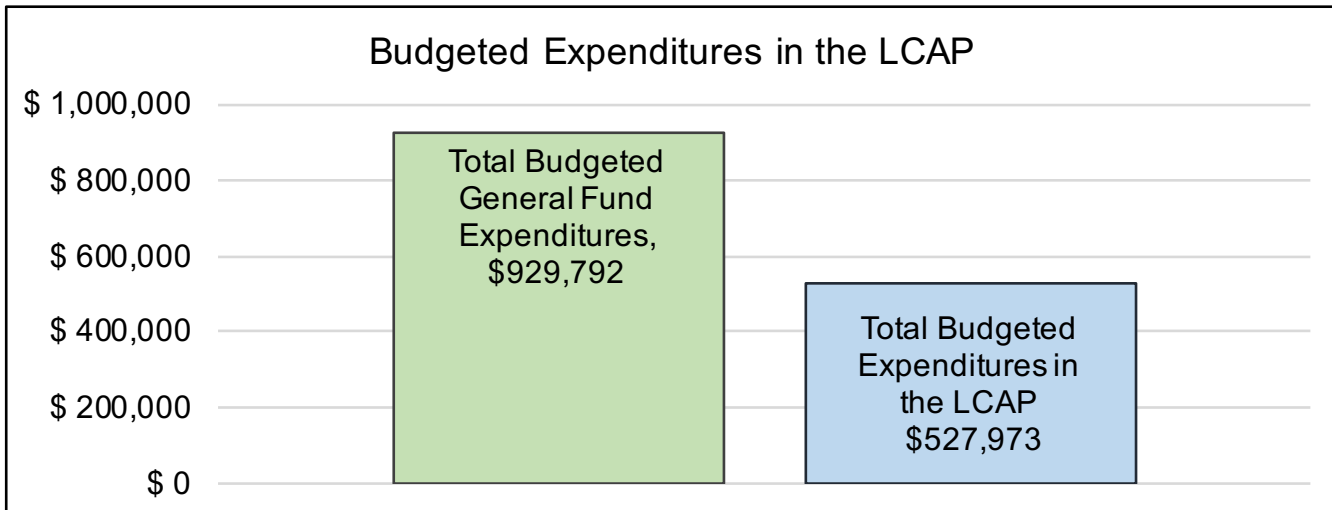


This chart shows the total general purpose revenue Hume Lake Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Hume Lake Charter School is \$884,857.00, of which \$540,814.00 is Local Control Funding Formula (LCFF), \$159,876.00 is other state funds, \$153,542.00 is local funds, and \$30,625.00 is federal funds. Of the \$540,814.00 in LCFF Funds, \$47,106.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Hume Lake Charter School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Hume Lake Charter School plans to spend \$929,792.00 for the 2026-27 school year. Of that amount, \$527,973.00 is tied to actions/services in the LCAP and \$401,819.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

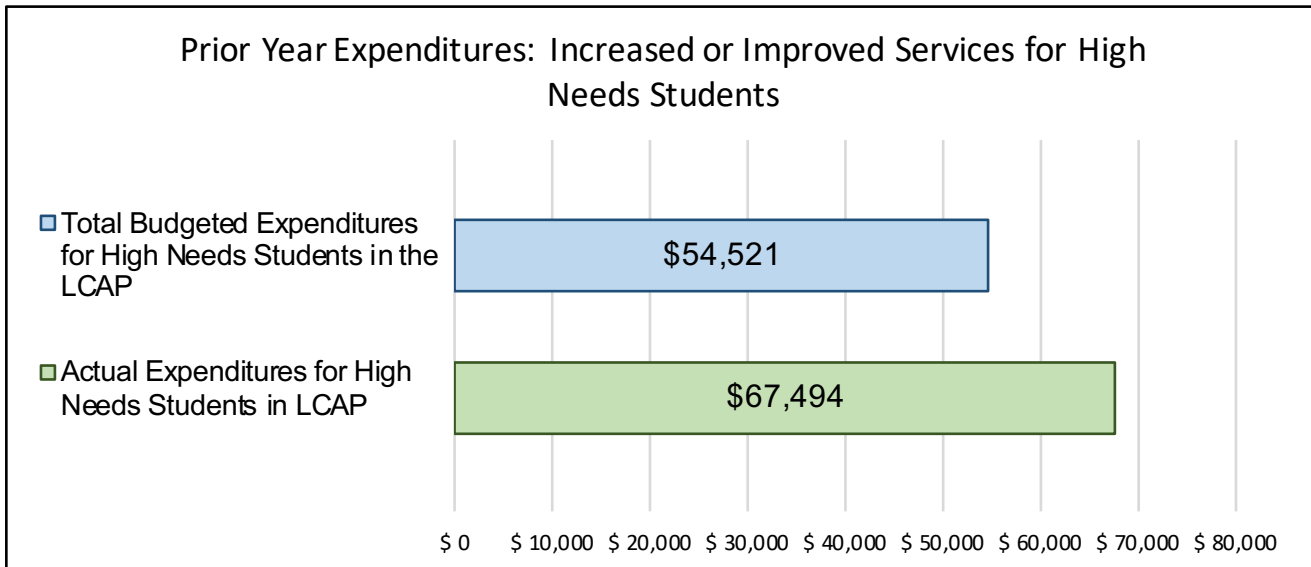
General fund expenditures not included in the LCAP are used for general operating costs including salaries and benefits, supplies, building leases, utilities, and maintenance.

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

In 2026-27, Hume Lake Charter School is projecting it will receive \$47,106.00 based on the enrollment of foster youth, English learner, and low-income students. Hume Lake Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Hume Lake Charter School plan to spend \$47,106.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Hume Lake Charter School's LCAP budgeted \$54,521.00 for planned actions to increase or improve services for high needs students. Hume Lake Charter School actually spent \$67,494.00 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Hume Lake Charter School	Jeff Kirchner Principal/Superintendent	jkirchner@humelakecharter.org (559) 305-7565

Plan Summary 2026-27

General Information

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

Hume Lake Charter School is located inside the Sequoia National Forest and its host facility, or landlord, is Hume Lake Christian Camps. The school serves a fluctuating student population size from year to year. In the 2025-26 school year, HLCS began the year with 44 students, had 44 students on Census Day, as of the writing of this plan has 46 students (including 2 new students), but expects a modest increase in enrollment for the 2026-27 school year. The majority of students attending HLCS are children of families who live in the Hume Lake community, either children of families who work for the camp, or children of families who live in the subdivision of privately owned cabins. A small, but growing, portion of HLCS' student population comes from outside the Hume Lake Community.

Hume Lake Charter is the only public school located within approximately 40 miles from its location. The other closest public schools are in the town of Dunlap, CA. HLCS has a staff of qualified and dedicated teachers who are an integral part of the high-quality education provided by the school. A “College Bound” atmosphere pervades the school, from the early grades through the high school. HLCS offers a repertoire of UC a-g approved courses, small class sizes, and differentiated instruction to meet the needs of all students. HLCS provides a safe and unique environment for student learning, owing to its location surrounded by a national forest. HLCS was given a 6-year accreditation term by WASC after our self-study visit concluded in April of 2023, and completed our mid-cycle review in April of 2026.

HLCS provides differentiated instruction delivered in small class settings by qualified and committed teachers. Teachers strive diligently to meet the needs of each and every student, including those within unduplicated populations. Hiring and maintaining highly qualified and experienced teachers in a remote setting, where teacher pay is lower than in other communities within the county, can prove a challenging task for the board and administration. Several key strengths of HLCS include: its college-bound atmosphere which includes dual enrollment at the collegiate level, online texts and programs used throughout all grade levels at the school, a 1:1 Chromebook ratio for all students, significantly increased internet bandwidth (making online learning and assessment more accessible), and a “Career Pathways” shadowing and internship program offering a variety of options for high school students to explore and examine possible careers. Additionally, the school has maintained its ability to meet the needs of its

special education population by hiring an on-site case manager and classroom teacher. Using a push-in model rather than a pull-out model whenever possible, the school is increasingly serving students in the least restrictive environment on an ongoing basis. Finally, HLCS students have historically performed very well on standardized testing as evidenced by the results of Smarter Balanced Assessments since 2015. The academic success of our students is also documented using other local assessments, such as benchmarks and data provided by programs such as IXL and Wonders reading, and continued success, compared with state averages, on CAASPP data for the 2025-26 school year that is not yet accessible to the public.

In this LCAP, it is important to note that HLCS was unable to report out data on some metrics because California protects the privacy of student groups of 11 or less for data reporting. Since no grade level at Hume Lake Charter School in 2025-26 had more than 11 students enrolled, we were unable to report out data pertaining to single grade levels or multiple grade levels in which the total number of students remained at or below 11. The metrics not reported for this reason were the metrics for EAP Math and ELA, AP% of pupils scoring 3 or higher, a-g Completion Rate, graduation rate, CTE Pathway Completion Rate, a-g and CTE Completion Combined Rate, and other pupil outcomes. Furthermore, HLCS had no EL and no LTEL students enrolled during the 2025-26 school year, so no metric data was used.

It is the mission of Hume Lake Charter School to help create an exemplary academic environment that encourages and expects all students to learn and grow in every aspect of their person and to succeed in life in their chosen vocations. It is the vision of Hume Lake Charter School to help students reach their potential by meeting them as they are and helping them develop their lasting mark on the world. This is accomplished by creating a learning community that nurtures students and provides them with an appropriate, complete, and standards-aligned curriculum.

Hume Lake Charter School is a single-site LEA and does not receive Equity Multiplier funding.

Reflections: Annual Performance

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

Successes:

Hume Lake Charter School is proud to continue to have 100% of our students graduate, which has been an ongoing feature since the opening of the school in 2006. Due to our small class sizes, this data is not always prominently reflected in the California School Dashboard, but our local data clearly shows this trend. We also continue to have very few discipline problems, which is reflected in Dashboard data showing “blue” for both suspension and expulsion rate. We also remain focused on improving our student attendance rate and are proud that our chronic absenteeism data shows that we indeed are making progress in this area. One challenge that exists with Dashboard data is that due to our small size and changes in student population each year, even small differences from one year to the next can result in significant movement on the Dashboard. Our internet capability continues to show gains as more infrastructure is implemented and new internet cable is installed, which allows us to confidently offer both online CAASPP testing as well as online elective courses for our high school students. Overall, our CAASPP results remain strong. In particular, the addition of instructional aides has helped our unduplicated (low-income – no English learners or foster youth) by

providing small group instruction, increased access to tutoring services in our Lumberjack Lounge, and increased access to technology.

Our students are thriving, and feedback from staff, students, and parents indicates that not only do they feel that the school is providing an excellent instructional program, but that the social-emotional aspects of being in person are greatly appreciated. Overall, the work done by our school over the past several years has resulted in students that are growing physically, emotionally, and academically.

HLCS plans to continue to use our instructional aides to provide one-on-one and small group instruction to all students, but particularly our low-income students. The desire of this continuity is to maintain our high levels of achievement where they exist, and to improve in areas where improvement can be made, such as our Math CAASPP scores. There is also a plan to increase emphasis on data disaggregation and how to use this data to improve instruction. Since the fall of 2023, a testing coordinator has been employed to help continue this process, and the sessions led by this coordinator have been reported as extremely useful by our staff.

The school did not receive the lowest performance level on any state indicators on the 2023 Dashboard. No student groups within the school received the lowest performance level on any state indicators on the 2023 Dashboard. No student groups within a school within the school received the lowest performance level on any state indicators on the 2023 Dashboard.

Challenges:

Hume Lake Charter School has chosen to identify areas of low performance and significant performance gaps indicated by the lowest performance level applicable to that indicator ("very low" for Graduation Rate, ELA, Math, and English Learner progress or "very high" for Suspension Rate and Chronic Absenteeism). Our biggest identified needs from Dashboard data are that our chronic absenteeism numbers continue to be an area of focus. Although rates remain below the baseline level established in 2022-23, they increased from the previous year and indicate a need for continued attention. The school continues to find ways to combat this issue, including the full establishment of a Culture Committee beginning in the 2026-27 school year.

Despite these needs, our other state and local indicators (none identified in the "Not Met" or "Not Met for Two or More Years") do not show any significant areas of need, the staff, students, and parents have indicated growth areas where the school can continue to improve. These include researching grant money and other additional monies that can be used to supplement funding, continuing to find effective, qualified staff as needs arise, and continuing to increase programs available to students. This last part is challenging due to our remote location and limited staffing capability, but we strive to find creative ways to offer a more comprehensive school experience for all students.

LREBG Funds

Hume Lake Charter School has \$3,755 in unexpended LREBG funds for the 2026-27 school year. LREBG funded actions may be found in Goal 4, Action 3.

Although our needs assessment did not identify any significant needs in the areas reflected on the California School Dashboard, local data supported the continued implementation of a schoolwide social-emotional learning (SEL) curriculum. Student, parent, and staff feedback collected through local climate surveys, along with observations from school staff and findings from our most recent WASC accreditation review, identified the importance of continuing to strengthen students' social-emotional skills, sense of belonging, positive school climate, and overall student well-being. Based on these findings, the LEA determined that maintaining a comprehensive SEL curriculum would benefit all students. Therefore, Goal 4, Action 3 continues to provide schoolwide SEL instruction and aligns with the allowable use of LREBG funds for integrating evidence-based pupil supports and programs that address social-emotional learning.

Reflections: Technical Assistance

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

Hume Lake Charter School is a single-school LEA and has not been identified for Technical Assistance.

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.

Hume Lake Charter School is a single-school LEA and has not been identified for Comprehensive Support and Improvement.

Support for Identified Schools

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

Hume Lake Charter School is a single-school LEA and has not been identified for Comprehensive Support and Improvement.

Monitoring and Evaluating Effectiveness

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

Hume Lake Charter School is a single-school LEA and has not been identified for Comprehensive Support and Improvement.

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
Teachers	The teachers of HLCS were engaged in multiple ways. The first took place at our monthly staff meetings, where teachers were asked to add input specific to the actions associated with Goals 3 and 4. The second took place during the February 9, 2026, when the LCAP Mid-Year report was presented to the school board as a non-consent item before the February 28, 2026 deadline. The third was through our annual "Educational Partners" meeting which included pertinent information displayed via PowerPoint with graphics included. The presentation included Dashboard data, a summary of survey results, the 8 State Priorities of California, an update on LCAP, and opportunities to provide input on the development of new goals and actions. The fourth was through our annual staff survey administered in the spring. There were 8 teacher responses to this survey. HLCS made a draft of the LCAP, including the Budget Overview for Parents, available from June 17, 2026-June 22, 2026. Teachers were notified via email prior to this posting that the LCAP would be available for their review and comments. An email address was provided to which educational partners could send comments, questions, or concerns regarding the proposed LCAP prior to board adoption/approval on June 22, 2026. This was also the date of the public hearing, at which no reflections, comments, or recommendations were made. This was the same regularly scheduled meeting during which the 2026-27 budget and Local Indicator Report were presented to and approved by the board.
Principals	HLCS only has one Principal who was engaged in multiple ways. The first was through our annual "Educational Partners" meeting which included pertinent information displayed via PowerPoint with graphics included. The presentation included Dashboard data, a summary of survey results, the 8 State Priorities of California, an update on LCAP, and opportunities to provide input on the development of new goals and actions. The second was through our annual survey administered in the spring.

Administrators	HLCS only has one administrator, other than the Principal, and they were engaged in multiple ways. The first was through our annual "Educational Partners" meeting which included pertinent information displayed via PowerPoint with graphics included. The presentation included Dashboard data, a summary of survey results, the 8 State Priorities of California, an update on LCAP, and opportunities to provide input on the development of new goals and actions. The second was through our annual survey administered in the spring.
Other School Personnel	The classified staff of HLCS were engaged in multiple ways. The first took place during the February 9, 2026, when the LCAP Mid-Year report was presented to the school board as a non-consent item before the February 28, 2026 deadline. The second was through our annual "Educational Partners" meeting which included pertinent information displayed via PowerPoint with graphics included. The presentation included Dashboard data, a summary of survey results, the 8 State Priorities of California, an update on LCAP, and opportunities to provide input on the development of new goals and actions. The third was through our annual survey administered in the spring. There were 4 other staff responses to this survey. HLCS made a draft of the LCAP, including the Budget Overview for Parents, available from June 17, 2026-June 22, 2026. Other school personnel were notified via email prior to this posting that the LCAP would be available for their review and comments. An email address was provided to which educational partners could send comments, questions, or concerns regarding the proposed LCAP prior to board adoption/approval on June 22, 2026. This was also the date of the public hearing, at which no reflections, comments, or recommendations were made. This was the same regularly scheduled meeting during which the 2026-27 budget and Local Indicator Report were presented to and approved by the board.
Certificated Bargaining Unit	HLCS does not have a Certificated Bargaining Unit, so no consultation was required.
Classified Bargaining Unit	HLCS does not have a Classified Bargaining Unit, so no consultation was required.

Parents	The parents of HLCS were engaged in multiple formal ways. The first took place during the February 9, 2026, when the LCAP Mid-Year report was presented to the school board as a non-consent item before the February 28, 2026 deadline. The second was through our annual "Educational Partners" meeting which included pertinent information displayed via PowerPoint with graphics included. The presentation included Dashboard data, a summary of survey results, the 8 State Priorities of California, an update on LCAP, and opportunities to provide input on the development of new goals and actions. The third was through our annual survey administered in the spring. There were 22 parent responses to this survey. Less formal events to engage parents also included attendance at monthly school board meetings, Back to School Night, PTC meetings, Open House, participation in other committees, and meetings to discuss specific topics. HLCS made a draft of the LCAP, including the Budget Overview for Parents, available from June 17, 2026-June 22, 2026. Parents were notified via email prior to this posting that the LCAP would be available for their review and comments. An email address was provided to which educational partners could send comments, questions, or concerns regarding the proposed LCAP prior to board adoption/approval on June 22, 2026. This was also the date of the public hearing at which no reflections, comments, or recommendations were made. This was the same regularly scheduled meeting during which the 2026-27 budget and Local Indicator Report were presented to and approved by the board.
Students	The students of HLCS were engaged in multiple formal ways. The first took place during the February 9, 2026, when the LCAP Mid-Year report was presented to the school board as a non-consent item before the February 28, 2026 deadline. The second was through our annual "Educational Partners" meeting which included pertinent information displayed via PowerPoint with graphics included. The presentation included Dashboard data, a summary of survey results, the 8 State Priorities of California, an update on LCAP, and opportunities to provide input on the development of new goals and actions. The third was through our annual survey administered in the spring. There were 45 student responses to this survey. Less formal events to engage students also included attendance at monthly school board meetings, Back to School Night, PTC meetings, Open House, participation in other committees, and meetings to discuss specific topics. HLCS made a draft of the LCAP, including the Budget Overview for Parents, available from June 17, 2026-June 22, 2026. Students were notified in person prior to this posting that the LCAP would be available for their review and comments. An email address was provided to which educational partners could send comments, questions, or concerns regarding the proposed LCAP prior to board adoption/approval on June 22, 2026. This was also the date of the public hearing on June 22, 2026, at which no reflections, comments, or recommendations were made. This was the same regularly scheduled meeting during which the 2026-27 budget and Local Indicator Report were presented to and approved by the board.

SELPA	HLCS made a draft of the LCAP, including the Budget Overview for Parents, available from June 17, 2026-June 22, 2026. The Fresno County Charter SELPA was notified via email prior to this posting that the LCAP would be available for their review and comments. An email address was provided to which educational partners could send comments, questions, or concerns regarding the proposed LCAP prior to board adoption/approval on June 22, 2026. This was also the date of the public hearing, at which no reflections, comments, or recommendations were made. This was the same regularly scheduled meeting during which the 2026-27 budget and Local Indicator Report were presented to and approved by the board.
Equity Multiplier Site-Specific Engagement	HLCS is not an Equity Multiplier site, so no engagement was required.
PAC	HLCS made a draft of the LCAP, including the Budget Overview for Parents, available from June 17, 2026-June 22, 2026. Members of the PAC were notified via email prior to this posting that the LCAP would be available for their review and comments. An email address was provided to which educational partners could send comments, questions, or concerns regarding the proposed LCAP prior to board adoption/approval on June 22, 2026. This was also the date of the public hearing, at which no reflections, comments, or recommendations were made. This was the same regularly scheduled meeting during which the 2026-27 budget and Local Indicator Report were presented to and approved by the board. In addition, the PAC (made up of three parents and two students) was given an opportunity to review the draft and provide feedback on June 17, 2026, although none was provided to the Superintendent.
DELAC	HLCS does not have a DELAC due to the school having no English learners, so no consultation was required.

Insert or delete rows, as necessary.

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

Educational partner feedback confirmed the continued relevance of the four existing LCAP goals and supported maintaining the overall structure of the plan. Parents, students, teachers, and other staff consistently identified student achievement, data-driven instruction, professional development, school culture, and student connectedness as important priorities. As a result, the school elected to maintain the current goals while refining actions to better address identified needs.

Feedback from teachers and staff reinforced the importance of continuing professional development, collaboration time, curriculum alignment, and the use of assessment data to improve instruction. Parent and student feedback highlighted the value of maintaining small class sizes, individualized academic support, access to instructional aides, and intervention opportunities. Educational partners also expressed a desire to strengthen school culture, increase student connectedness, and continue providing opportunities for students to engage in meaningful school activities.

As a result of this feedback, the district continued actions related to instructional aides, intervention services, professional development, benchmark assessment refinement, curriculum development, and school culture initiatives. Additionally, feedback regarding student connectedness contributed to the continuation of culture-building activities and the implementation of the Culture Committee. Educational partner input was also considered when establishing funding priorities and determining which existing actions should be maintained in order to support student achievement and school climate.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Comprehensive use of data to determine student needs, inform curriculum and instructional practices, and modification of benchmark assessments.	Broad Goal

State Priorities addressed by this goal.

1, 2, 3, 4, 7

An explanation of why the LEA has developed this goal.

Hume Lake Charter School had two main driving forces in the development of this goal. The first was this was an area of growth identified in our WASC self-study in the spring of 2023, which was confirmed by the WASC visiting team. The second was that as we continue to refine our instructional program, we continue to recognize the value in data-driven decision making. In order to provide the best educational experience possible for our students, we need to implement practices that will not only address the needs identified and the state and federal levels, but also those identified by our own local measures.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Access to standards-aligned instructional materials	100% Data Year: 2023-24 Data Source: Local Indicator Report	100% Data Year: 2024-25 Data Source: Local Indicator Report	100% Data Year: 2025-26 Data Source: Local Indicator Report	100% Data Source: Local Indicator Report	No change

2	Implementation of standards for all students and enable ELs access to CCSS and ELD standards	4.5 – Full Implementation Data Year: 2023-24 Data Source: Local Indicator Report	4.55 – Full Implementation Data Year: 2024-25 Data Source: Local Indicator Report	4.925 – Full Implementation Data Year: 2025-26 Data Source: Local Indicator Report	Full Implementation and Sustainability Data Source: Local Indicator Report	+0.425
3	Smarter Balanced ELA Met or Exceeded Standard	All: 88.89% LI: 75.00% Data Year: 2022-23 Data Source: DataQuest	All: 75.00% LI: 64.71% Data Year: 2023-24 Data Source: DataQuest	All: 79.17% LI: * Data Year: 2024-25 Data Source: DataQuest *data suppressed because fewer than 11 students tested	All: 90.00% LI: 80.00% Data Source: DataQuest	All: -9.72% LI: * *data suppressed because fewer than 11 students tested
4	Smarter Balanced Math Met or Exceeded Standard	All: 55.56% LI: 58.33% Data Year: 2022-23 Data Source: DataQuest	All: 56.25% LI: 35.30% Data Year: 2023-24 Data Source: DataQuest	All: 62.50% LI: * Data Year: 2024-25 Data Source: DataQuest *data suppressed because fewer than 11 students tested	All: 60.00% LI: 60.00% Data Source: DataQuest	All: +6.94% LI: * *data suppressed because fewer than 11 students tested

5	CAST Science Met or Exceeded Standard	All: 76.92% LI: * Data Year: 2022-23 Data Source: DataQuest *data suppressed because fewer than 11 students tested	All: 50.00% LI: * Data Year: 2023-24 Data Source: DataQuest *data suppressed because fewer than 11 students tested	All: * LI: * Data Year: 2024-25 Data Source: DataQuest *data suppressed because fewer than 11 students tested	All: 80.00% LI: 80.00% Data Source: DataQuest	All: * LI: * *data suppressed because fewer than 11 students tested
6	Broad Course of Study	All: 100% LI: 100% Data Year: 2023-24 Data Source: Local Indicator Report	All:100% LI:100% Data Year: 2024-25 Data Source: Local Indicator Report	All:100% LI:100% Data Year: 2025-26 Data Source: Local Indicator Report	All: 100% LI: 100% Data Source: Local Indicator Report	All: no change LI: no change
7	Seek parent input & promote parent participation in programs for unduplicated students and students with exceptional needs	88.24% Data Year: 2023-24 Data Source: Spring 2024 Parent Survey	90.91% Data Year: 2024-25 Data Source: Spring 2025 Parent Survey	52.38% Data Year: 2025-26 Data Source: Spring 2026 Parent Survey	95% Data Source: Parent Survey	-35.86%

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

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

During the 2025-26 school year, Hume Lake Charter School substantially implemented all actions associated with Goal 1. Fully credentialed teachers, instructional aides, intervention services, and additional classroom support were provided as planned. Staff

continued to engage in professional development focused on differentiation strategies and the use of assessment data to improve instruction. Benchmark assessments were refined and administered to better align with current curriculum and state standards.

Several successes were observed during implementation. The school maintained 100% access to standards-aligned instructional materials and improved its Local Indicator rating related to implementation of academic standards from 4.5 at baseline to 4.925. Smarter Balanced Mathematics results improved from 55.56% of students meeting or exceeding standards at baseline to 62.50%, exceeding the Year 3 target of 60.00%. Staff also increased their use of assessment data to identify student needs and adjust instruction.

Challenges included the continued impact of the school's small enrollment on data reporting and year-to-year comparisons. In addition, some student subgroup data was suppressed due to the small number of students tested. While ELA results improved from the previous year, they remained below the baseline level, indicating a continued need for focused support in literacy instruction and intervention.

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.

Several material differences existed between budgeted and estimated actual expenditures for Goal 1. The largest variance occurred in Action 1 (Credentialed Teachers), where actual expenditures exceeded budgeted expenditures due primarily to salary and benefit costs associated with maintaining fully credentialed instructional staff and preserving lower student-to-teacher ratios. Actual expenditures for this action exceeded budgeted expenditures by approximately \$53,756.

Conversely, expenditures for Additional Classroom Support were lower than anticipated due to staffing and scheduling adjustments during the school year. Expenditures for Instructional Aides and Intervention Teacher services were slightly higher than originally budgeted but remained closely aligned with planned implementation.

Despite these variances, all actions associated with Goal 1 were substantially implemented as planned. The school continued to prioritize direct instructional support, intervention services, and professional development designed to improve student achievement and strengthen the use of data-driven instructional practices. Overall expenditures exceeded original projections as the school chose to maintain key instructional supports and staffing structures that directly benefit student learning.

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

The actions associated with Goal 1 were effective in making progress toward the goal. Access to standards-aligned instructional materials remained at 100%, and implementation of academic standards improved from a baseline of 4.5 to 4.925, demonstrating substantial progress toward full implementation and sustainability. The use of instructional aides, intervention services, additional classroom support, and targeted professional development provided students with increased access to individualized instruction and academic support.

Student achievement data also indicates positive progress. Smarter Balanced Mathematics results increased from 55.56% of students meeting or exceeding standards at baseline to 62.50%, surpassing the Year 3 target of 60.00%. Smarter Balanced ELA results improved from the prior year, increasing from 75.00% to 79.17%. Although ELA performance remains below the baseline level established in 2022-23, the increase suggests that the instructional supports and data-analysis processes implemented through this goal are contributing to improved student outcomes.

Taken together, these results suggest that the actions associated with Goal 1 have been effective in strengthening data-driven decision making, supporting student achievement, and improving instructional practices throughout the school.

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.

Based on educational partner feedback and analysis of local and state data, no significant changes were made to the goal, metrics, or target outcomes. The school will continue to implement all actions associated with Goal 1, including instructional support, intervention services, professional development, and benchmark assessment refinement.

Analysis of student achievement data demonstrated continued growth in mathematics achievement and implementation of academic standards, while ELA performance remains an area for continued focus. As a result, the school will maintain its emphasis on data-driven decision making, intervention services, and instructional support. In addition, HLCS will continue prioritizing lower student-to-teacher ratios and targeted academic support whenever fiscally feasible, as these strategies have contributed to positive student outcomes and increased access to individualized instruction.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Credentialed Teachers	Hume Lake Charter School will employ fully credentialed teachers, including a special education teacher, providing differentiated and individualized instruction to all students.	\$428,792	No
2	Instructional Aides	Hume Lake Charter School will employ instructional aides in the classroom during regular classroom hours to provide small group and one-on-one academic support tailored for each individual low-income student.	\$44,067	Yes
3	Professional Development	The duties of the SPED teacher and part-time intervention teacher will include preparing and providing staff training on effective differentiation strategies with a focus on increasing Math and ELA CAASPP scores along with CAST scores.	\$3,100	Yes
4	Benchmark Assessments	HLCS will create new and/or refine existing benchmark assessments reflective of the changing curriculum and aligned to standards for all core subjects.	\$0	No
5	Intervention Teacher	A part-time Intervention Teacher will continue to provide after school tutoring to increase access to core curriculum and close achievement gaps in Math and ELA CAASPP scores along with CAST scores.	\$13,500	Yes
6	Additional Classroom Support	In order to meet this need, classroom teachers at all grades K-12 will continue to provide at least 135 minutes of additional support and interventions each school week to increase access to core curriculum and close achievement gaps in Math and ELA CAASPP scores along with CAST scores. Due to budget constraints, there was potentially a need to decrease our credentialed staff and increase both number of grades per teacher and students per teacher. However, we opted to instead reallocate funding to continue with the lower grades/teacher and lower teacher to student ratio for the purpose of our lower income students benefiting most from their expertise and credentialing as opposed to the help of an aide.	\$25,557	Yes

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2	Creation of a more structured system of professional development and staff collaboration, including a measurable way to assess the effectiveness of professional development toward improving student learning and staff growth.	Broad Goal

State Priorities addressed by this goal.

1

An explanation of why the LEA has developed this goal.

Hume Lake Charter School had two main driving forces in the development of this goal. The first was this was an area of growth identified in our WASC self-study in the spring of 2023, which was confirmed by the WASC visiting team. The second was that staff have indicated through multiple measures (i.e., surveys, staff meetings, etc.) that they desire not only more time to devote toward professional development, but also to identify measures that could determine if (a) the time was well spent, and (b) if it was having a positive impact on student outcomes. Our professional development system was initially implemented in the fall of 2023 and continues to be refined to best meet the needs of both teaches and students.

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 and fully credentialed teachers	50.5% Clear Data Year: 2021-22 Data Source: Fall 2023 Dashboard	63.4% Clear Data Year: 2022-23 Data Source: Fall 2024 Dashboard	56.25% Clear Data Year: 2023-24 Data Source: Fall 2025 Dashboard	100% Clear Data Source: Fall 2023 Dashboard	+5.75% Clear

2	Amount of time allocated to professional development	Curriculum: 100% Students: 100% Collaboration: 100% Personal Goals: 100% Data Year: 2023-24 Data Source: Local Data	Curriculum:100% Students:100% Collaboration:100% Personal Goals: 100% Data Year: 2024-25 Data Source: Local Data	Curriculum:100% Students:100% Collaboration:100% Personal Goals: 100% Data Year: 2025-26 Data Source: Local Data	Curriculum: 100% Students: 100% Collaboration: 100% Personal Goals: 100% Data Source: Local Data	No change
3	Effectiveness of professional development program	Adequate Time Given – 92.86% PD was useful and productive – 84.64% PD was effective at improving student performance – 84.61% PD was effective in helping teachers meet their personal goals – 100.00% Data Year: 2023-24 Data Source: Local Survey	Adequate Time Given – 92.85% PD was useful and productive – 85.72% PD was effective at improving student performance – 85.72% PD was effective in helping teachers meet their personal goals – 76.92% Data Year: 2024-25 Data Source: Local Survey	Adequate Time Given – 90.91% PD was useful and productive – 81.81% PD was effective at improving student performance – 80.00% PD was effective in helping teachers meet their personal goals – 72.73% Data Year: 2025-26 Data Source: Local Survey	Adequate Time Given - 95% PD was useful and productive - 95% PD was effective at improving student performance - 95% PD was effective in helping teachers meet their personal goals – 100% Data Source: Local Survey	Adequate Time Given -1.95% PD was useful and productive - 2.83% PD was effective at improving student performance - 4.61% PD was effective in helping teachers meet their personal goals -27.27%

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

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

During the 2025-26 school year, Hume Lake Charter School substantially implemented all actions associated with Goal 2. Curriculum development and alignment work continued, staff participated in structured professional development and collaboration activities, annual stakeholder surveys were administered, and benchmark assessments were refined to better align with curriculum and state standards.

The school successfully maintained its planned allocation of professional development time in the areas of curriculum, student achievement, collaboration, and personal professional goals. Staff continued to engage in collaborative discussions regarding curriculum alignment, assessment data, instructional strategies, and student needs. Survey data continued to provide valuable feedback regarding the effectiveness of professional development and the school's overall instructional program.

Challenges included maintaining high levels of staff satisfaction regarding the impact of professional development. While professional development remained positively rated overall, survey results related to usefulness, productivity, and effectiveness showed slight declines from previous years. These results indicate the need to continue refining professional development opportunities to ensure they remain relevant and impactful for staff and students.

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

There were no material differences between budgeted expenditures and estimated actual expenditures for Goal 2. All actions were implemented as planned and expenditures aligned with the amounts identified in the adopted LCAP. Curriculum development activities, professional development and collaboration structures, annual survey administration, and benchmark assessment refinement were completed using the resources originally allocated for these actions.

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

The actions associated with Goal 2 were effective in making progress toward the goal. The school maintained full implementation of its professional development structure and continued to dedicate time to curriculum alignment, collaboration, analysis of student achievement data, and professional growth. The annual survey process continued to provide valuable information regarding staff perceptions and school effectiveness.

The Local Indicator related to appropriately assigned and fully credentialed teachers improved from the baseline of 50.5% to 56.25%. Staff collaboration structures remained fully implemented, and all planned professional development categories continued to receive dedicated time. While survey measures related to professional development effectiveness declined somewhat compared to baseline levels, a substantial majority of staff continued to indicate that professional development was useful, productive, and effective in improving student performance. These results suggest that the current structure is meeting many staff needs while also highlighting opportunities to refine professional development offerings to better support individual professional growth goals. Continued refinement of professional development topics and delivery methods will help strengthen these outcomes moving forward.

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.

Based on educational partner feedback and analysis of survey and Local Indicator data, no major changes were made to Goal 2, its metrics, or its target outcomes. The school will continue to implement structured collaboration, professional development, curriculum alignment activities, annual stakeholder surveys, and benchmark assessment refinement.

Future professional development opportunities will continue to emphasize data analysis, instructional best practices, curriculum alignment, and strategies designed to improve student achievement. Additional attention will be given to ensuring professional development remains relevant, engaging, and directly connected to classroom practice and student outcomes. Particular emphasis will be placed on aligning professional development opportunities with individual staff growth goals, as survey data suggests this remains an area for continued improvement.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Updated Curriculum	Curriculum that is aligned to the Common Core and Next Generation Science Standards will continue to be developed, including curriculum for EL students and students with disabilities. This will also include the development of new benchmark assessments more closely aligned to the curriculum and standards.	\$700	No
2	Professional Development	HLCS will maintain its Professional Development which shall include a formal collaboration process throughout the year which will address alignment of curriculum to standards, development of benchmarks, and disaggregation of assessment data. This time will also include sharing of best teaching practices. Teachers will also be given opportunities to engage in off-site professional development opportunities.	\$0	No
3	Annual Survey	The HLCS School Counselor will administer a yearly survey every spring to students, staff, and parents to assess the effectiveness of the actions of the school to improve student's feelings of safety and connectedness at school.	\$0	No
4	Benchmark Assessments	HLCS will create new and/or refine existing benchmark assessments reflective of the changing curriculum and aligned to standards for all core subjects.	\$0	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
3	Completion of transition to using new resources, specifically in the areas of CCSS and NGSS, as well as the improved use of current facilities and/or creation of new facilities, such as science lab infrastructure.	Broad Goal

State Priorities addressed by this goal.

1, 2, 8

An explanation of why the LEA has developed this goal.

Hume Lake Charter School had three main driving forces in the development of this goal. The first was this was an area of growth identified in our WASC self-study in the spring of 2023, which was confirmed by the WASC visiting team. The second was we are in the midst of a multi-year process of updating curriculum, not just to newer versions of the same, but also reviewing changing frameworks and identifying resources that best meet student needs. The third was a recognition by all educational partner groups that our current facilities, while functional and safe, are not fully meeting the needs of our students, especially those that are college-bound. As a result, we continue to work with our landlord to identify facilities that may be used by the school as well as trying to create new facilities that are more appropriate for our program.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Access to standards-aligned instructional materials	100% Data Year: 2023-24 Data Source: Local Indicator Report	100% Data Year: 2024-25 Data Source: Local Indicator Report	100% Data Year: 2025-26 Data Source: Local Indicator Report	100% Data Source: Local Indicator Report	No change
2	Facilities maintained in good repair	0 instances did not meet good repair Data Year: 2023-24 Data Source: Local Indicator Report	0 instances did not meet good repair Data Year: 2024-25 Data Source: Local Indicator Report	0 instances did not meet good repair Data Year: 2025-26 Data Source: Local Indicator Report	0 instances did not meet good repair Data Source: Local Indicator Report	No change

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

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

During the 2025–26 school year, Hume Lake Charter School substantially implemented all actions associated with Goal 3. Students continued to have access to standards-aligned instructional materials and facilities maintained in good repair. The team continues

to meet to review and identify potential curriculum updates, with a specific focus on high school science curriculum. Ongoing discussions are taking place with our landlord regarding potential facility improvements, as well as exploring additional opportunities and resources to better meet the needs of our students.

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

There were no material differences between budgeted expenditures and estimated actual expenditures for Goal 3. All actions were implemented as planned, and expenditures aligned with the amounts identified in the adopted LCAP. Access to standards-aligned instructional materials and the maintenance of facilities in good repair were supported using the resources originally allocated for these actions.

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

The actions associated with Goal 3 were effective in supporting progress toward the goal. The school continues to implement standards-aligned curriculum while evaluating and updating curriculum in content areas that require further development. School facilities continue to be maintained and remain in good repair. The school continues to collaborate with the landlord to identify potential facilities that may better support student needs, as well as explore opportunities to develop additional facilities that are more aligned with the program, including improved science lab infrastructure.

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.

Based on Local Indicator data, no major changes were made to Goal 3, its metrics, or its target outcomes. The school will continue to implement standards-aligned curriculum while evaluating and updating curriculum in content areas that require further development. The school will also continue to ensure facilities remain in good working order and explore opportunities to develop additional facilities that are more aligned with the needs of the program.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Updated Curriculum	Curriculum that is aligned to the Common Core and Next Generation Science Standards will continue to be developed, including curriculum for EL students and students with disabilities. This will also include the development of new benchmark assessments more closely aligned to the curriculum and standards.	\$5,771	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
4	Students, staff, and families will contribute to school culture and climate to create a positive learning environment where all students are connected and participate in the success of the school community.	Broad Goal

State Priorities addressed by this goal.

5, 6

An explanation of why the LEA has developed this goal.

Through the use of surveys, informal meetings, staff meetings, and other opportunities for discussion and feedback, it has become clear to the school that culture is a pressing need. While the concept is agreed upon, the specifics for what this means is still vague. As a result, we have created a Culture Committee to identify and address areas where school culture can be improved. The school also felt it would be important to organize events that are designed to improve school spirit and morale to increase school connectedness. Survey results indicate a decreasing sense of connection to the school community, which this goal is designed to address.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1	Attendance Rate	All: 94.96% LI: 94.64% Data Year: 2023-24 Data Source: P-2	All: 94.59% LI: 94.11% Data Year: 2024-25 Data Source: P-2	All: 97.15% LI: 96.84% Data Year: 2025-26 Data Source: P-2	All: 96% LI: 96% Data Source: P-2	All: +2.19% LI: +2.20%
2	Chronic Absenteeism	All: 18.9% LI: 20.8% Data Year: 2022-23 Data Source: DataQuest/SIS	All: 7.1% LI: 8.3% Data Year: 2023-24 Data Source: DataQuest/SIS	All: 17.0% LI: 21.7% Data Year: 2024-25 Data Source: DataQuest/SIS	All: 10.0% LI: 10.0% Data Source: DataQuest/SIS	All: -1.9% LI: +0.9%
3	Suspension Rate	1.8% Data Year: 2022-23 Data Source: DataQuest	0% Data Year: 2023-24 Data Source: DataQuest	0% Data Year: 2024-25 Data Source: DataQuest	0.0% Data Source: Dashboard	-1.8%
4	Expulsion Rate	0% Data Year: 2022-23 Data Source: DataQuest	0% Data Year: 2023-24 Data Source: DataQuest	0% Data Year: 2024-25 Data Source: DataQuest	0% Data Source: DataQuest	no change
5	Middle School Dropout Rate	0% Data Year: 2022-23 Data Source: CALPADS Fall 1	0% Data Year: 2023-24 Data Source: CALPADS Fall 1	0% Data Year: 2024-25 Data Source: CALPADS Fall 1	0% Data Source: CALPADS Fall 1	no change
6	High School Dropout Rate	0% Data Year: 2022-23 Data Source: Data Quest	0% Data Year: 2023-24 Data Source: Data Quest	0% Data Year: 2024-25 Data Source: Data Quest	0% Data Source: Data Quest	no change

7	Sense of Safety and School Connectedness	Connectedness Students: 60.87% LI: * Parents: 88.24% Staff: 92.86% Safety Students: 93.48% LI: * Parents: 94.12% Staff: 100.00% Data Year: 2023-24 Data Source: Local Survey *data not disaggregated due to anonymous survey	Connectedness Students: 87.50% LI: * Parents: 100.00% Staff: 100.00% Safety Students: 96.97% LI: * Parents: 95.45% Staff: 92.86% Data Year: 2024-25 Data Source: Local Survey *data not disaggregated due to anonymous survey	Connectedness Students: 84.62% LI: * Parents: 77.27% Staff: 100.00% Safety Students: 95.00% LI: * Parents: 100.00% Staff: 90.91% Data Year: 2025-26 Data Source: Local Survey *data not disaggregated due to anonymous survey	Connectedness Students: 75% LI: * Parents: 95% Staff: 95% Safety Students: 95% LI: * Parents: 95% Staff: 100% *data not disaggregated due to anonymous survey Data Source: Local Survey	Connectedness Students: +23.75% LI:* Parents: -10.97% Staff: +7.14% Safety Students: +1.52% LI: * Parents: +5.88% Staff: -9.09% *data not disaggregated due to anonymous survey
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Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

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

During the 2025–26 school year, Hume Lake Charter School implemented all actions associated with Goal 4. The school continued efforts to strengthen school culture and climate by fostering a positive learning environment where all students feel connected, supported, and actively participate in the success of the school community. The school will continue collaborating with staff and families to further increase student connectedness and continue improving the overall culture and climate of the school.

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

There were some material differences between budgeted expenditures and estimated actual expenditures for Goal 4. All actions were implemented as planned; however, estimated actual expenditures for Action 2 (Culture Improvement Events) exceeded the originally budgeted amount due to increased opportunities for staff and student activities throughout the year. These additional opportunities supported efforts to strengthen school culture, improve connectedness, and foster a positive school climate. The annual survey and other culture-related actions were implemented using the resources allocated within the adopted LCAP.

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

During the 2025–26 school year, Hume Lake Charter School made progress toward strengthening school culture and climate by continuing to foster a positive, supportive environment where students feel connected and valued. Staff worked to support student relationships, engagement, and a sense of belonging within the school community. While the actions implemented were beneficial, the school identified areas for continued growth. The Culture Committee provided a valuable structure for discussing school climate and student connectedness; however, meetings need to occur more consistently to ensure ongoing communication, follow-through, and implementation of identified strategies. Additionally, the school recognizes the need to improve how it reaches and communicates with families and the broader community to increase engagement and strengthen partnerships.

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.

Based on reflection from the 2025–26 school year, Hume Lake Charter School will continue to refine actions focused on improving culture, climate, social-emotional learning, and community engagement. For the coming year, the school will prioritize establishing a more consistent schedule for Culture Committee meetings, clearly identifying action steps, and monitoring progress throughout the year. The school will also continue implementation of the SEL curriculum action, which was added based on educational partner feedback, local data, and identified needs related to student well-being and school connectedness. This action will also support the intentional use of LREBG funds to provide resources and opportunities that strengthen social-emotional development and school culture. The effectiveness of this program will be monitored through Metric 7 in Goal 4, Sense of Safety and School Connectedness as measured through our annual survey. Additionally, the school will focus on strengthening communication with families and community members through increased outreach opportunities and intentional engagement strategies. These adjustments are intended to build stronger relationships, increase connectedness, and ensure the school community continues working together to support student success.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Annual Survey	The HLCS School Counselor will administer a yearly survey every spring to students, staff, and parents to assess the effectiveness of the actions of the school to improve student's feelings of safety and connectedness at school.	\$2,190	No
2	Culture Improvement Events	HLCS and the Culture Committee will identify and organize school culture improvement events throughout the year aimed at increasing school connectedness.	\$500	No
3	SEL Curriculum	LREBG Action: This action is funded through the Learning Recovery Emergency Block Grant (LREBG). HLCS will continue to provide schoolwide social-emotional learning (SEL) instruction through the Wayfinder program. This action was selected based on local data, including annual school climate survey results, staff observations, and recommendations from the school's most recent WASC accreditation review, which supported the continued implementation of a comprehensive SEL program to strengthen student well-being, school connectedness, and positive school climate. Wayfinder is an evidence-based SEL curriculum recognized in the CASEL Guide to Evidence-Based SEL Programs ("SElect" designation). Independent research has demonstrated that students participating in the program showed improvements in school engagement, sense of belonging, social awareness, and school climate, while additional evaluations have found positive impacts on students' perceptions of school safety. These findings support the use of Wayfinder to promote the social-emotional competencies and connectedness that contribute to positive academic and behavioral outcomes. The effectiveness of this action will be monitored through Metric 7: Sense of Safety and School Connectedness, as measured by the annual Educational Partner Survey.	\$3,795	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$47,106	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.71%	0%	\$0	8.71%

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
1.2	The low-income students of Hume Lake Charter School have the greatest need for additional differentiation and/or one-on-one support in the core classrooms in comparison to all students, as evidenced by Math and ELA CAASPP data in the metric section where our low-income students perform well, but at a lower average achievement level than all students.	HLCS has found the use of instructional assistants to be effective in helping to meet that need. HLCS will employ instructional assistants in the classroom to provide academic support tailored for each individual low-income student. This will take place during the regular classroom hours. This service is designed specifically to help increase CAASPP scores in both Math and ELA along with CAST for low-income students to a greater extent than all students. However, since all students will benefit from one-on-one support from instructional assistants, the action will be implemented LEA-wide.	This action has been Effective (despite a decrease this year), and will continue to be effective, at increasing the performance of low-income students on Math and ELA CAASPP, as well as CAST, by providing extra support in the classroom through differentiation and/or one-on-one support.
1.3	The low-income students at Hume Lake Charter School have the greatest need for differentiation strategies to be part of training for teachers.	Therefore, the duties of the SPED teacher and part-time intervention teacher will continue to include preparing and providing staff training on effective differentiation strategies. This service is designed specifically to help increase CAASPP scores in both Math and ELA along with CAST for low-income students to a greater extent than all students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.	This action has been effective (despite a decrease this year), and we expect that it will continue to be effective, at increasing the performance of low-income students on Math and ELA CAASPP, as well as CAST by providing professional development for teachers about differentiation strategies to use in the classroom.

1.5	Low-income students (HLCS does not currently serve English learner or homeless students) at HLCS have the greatest need for intervention services to access core curriculum and close achievement gaps when compared to all students as evidenced by CAASPP data in the Metrics section.	In order to meet this need, a part-time Intervention Teacher will continue to provide after school tutoring to increase access to core curriculum and close achievement gaps specifically for low-income students, but it is a wide action because it will benefit all students. This service is designed specifically to help increase CAASPP scores in both Math and ELA along with CAST for low-income students to a greater extent than all students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.	This action has been effective, and we expect that it will continue to be effective, at increasing the performance of low-income students on Math and ELA CAASPP, as well as CAST by providing after school tutoring to increase access to core curriculum and close achievement gaps.
1.6	Low-income students (HLCS does not currently serve English learner or homeless students) at HLCS have the greatest need for intervention services to access core curriculum and close achievement gaps when compared to all students as evidenced by CAASPP data in the Metrics section.	In order to meet this need, classroom teachers at all grades K-12 will continue to provide at least 90 minutes of additional support and interventions each school week to increase access to core curriculum and close achievement gaps specifically for low-income students, but it is a wide action because it will benefit all students. This service is designed specifically to help increase CAASPP scores in both Math and ELA along with CAST for low-income students to a greater extent than all students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.	This action has been effective, and we expect that it will continue to be effective, at increasing the performance of low-income students on Math and ELA CAASPP, as well as CAST by providing after school tutoring to increase access to core curriculum and close achievement gaps.

Insert or delete rows, as necessary.

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.

Hume Lake Charter School does not have any limited actions.

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.

Hume Lake Charter School does not have any limited actions.

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.

Hume Lake Charter School has a concentration of foster youth, English learners, and low-income students below 55 percent and so does not receive additional concentration grant add-on funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:11.5	N/A
Staff-to-student ratio of certificated staff providing direct services to students	1:4.6	N/A

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	\$ 540,814	\$ 47,106	8.710%	0.000%	8.710%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 312,103	\$ 206,565	\$ -	\$ 9,304	\$ 527,971.95	\$ 517,206	\$ 10,766

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non- personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Credentialed Teachers	All	No	LEA-wide	N/A	All	Year-Long	\$ 428,792	\$ -	\$ 253,592	\$ 168,867	\$ -	\$ 6,333	\$ 428,792	0.000%
1	2	Instructional Aides	All	Yes	LEA-wide	Low-Income	All	Year-Long	\$ 44,067	\$ (0)	\$ 25,397	\$ 16,517	\$ -	\$ 2,153	\$ 44,067	0.000%
1	3	Professional Development	All	Yes	LEA-wide	Low-Income	All	Year-Long	\$ 3,100	\$ -	\$ 1,550	\$ 1,550	\$ -	\$ -	\$ 3,100	0.000%
1	4	Benchmark Assessments	All	No	LEA-wide	N/A	All	Year-Long	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
1	5	Intervention Teacher	All	Yes	LEA-wide	Low-Income	All	Year-Long	\$ 13,500	\$ -	\$ 13,500		\$ -	\$ -	\$ 13,500	0.000%
1	6	Additional Classroom Support	All	Yes	LEA-wide	Low-Income	All	Year-Long	\$ 25,557	\$ -	\$ 15,115	\$ 10,065	\$ -	\$ 377	\$ 25,557	0.000%
2	1	Updated Curriculum	All	No	LEA-wide	N/A	All	Year-Long	\$ -	\$ 700	\$ 700	\$ -	\$ -	\$ -	\$ 700	0.000%
2	2	Professional Development	All	No	LEA-wide	N/A	All	Year-Long	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
2	3	Annual Survey	All	No	LEA-wide	N/A	All	Year-Long	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
2	4	Benchmark Assessments	All	No	LEA-wide	N/A	All	Year-Long	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
3	1	Updated Curriculum	All	No	LEA-wide	N/A	All	Year-Long	\$ -	\$ 5,771	\$ -	\$ 5,771	\$ -	\$ -	\$ 5,771	0.000%
4	1	Annual Survey	All	No	LEA-wide	N/A	All	Year-Long	\$ 2,190	\$ -	\$ 1,749	\$ -	\$ -	\$ 441	\$ 2,190	0.000%
4	2	Culture Improvement Events	All	No	LEA-wide	N/A	All	Year-Long	\$ -	\$ 500	\$ 500	\$ -	\$ -	\$ -	\$ 500	0.000%
4	3	SEL Curriculum	All	No	LEA-wide	N/A	All	Year-Long	\$ -	\$ 3,795	\$ -	\$ 3,795	\$ -	\$ -	\$ 3,795	0.000%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 540,814	\$ 47,106	8.710%	0.000%	8.710%	\$ 55,562	0.000%	10.274%	Total:	\$ 55,562
								LEA-wide Total:	\$ 55,562
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

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	Credentialed Teachers	No	LEA-wide		All	\$ -	0.000%
1	2	Instructional Aides	Yes	LEA-wide	Low-Income	All	\$ 25,397	0.000%
1	3	Professional Development	Yes	LEA-wide	Low-Income	All	\$ 1,550	0.000%
1	4	Benchmark Assessments	No	LEA-wide		All	\$ -	0.000%
1	5	Intervention Teacher	Yes	LEA-wide	Low-Income	All	\$ 13,500	0.000%
1	6	Additional Classroom Support	Yes	LEA-wide	Low-Income	All	\$ 15,115	0.000%
2	1	Updated Curriculum	No	LEA-wide		All	\$ -	0.000%
2	2	Professional Development	No	LEA-wide		All	\$ -	0.000%
2	3	Annual Survey	No	LEA-wide		All	\$ -	0.000%
2	4	Benchmark Assessments	No	LEA-wide		All	\$ -	0.000%
3	1	Updated Curriculum	No	LEA-wide		All	\$ -	0.000%
4	1	Annual Survey	No	LEA-wide		All	\$ -	0.000%
4	2	Culture Improvement Events	No	LEA-wide		All	\$ -	0.000%
4	3	SEL Curriculum	No	LEA-wide		All	\$ -	0.000%

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 437,292.00	\$ 477,727.06

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Credentialed Teachers	No	\$ 345,855	\$ 399,611
1	2	Instructional Aides	Yes	\$ 17,582	\$ 18,191
1	3	Professional Development	Yes	\$ 3,100	\$ 3,100
1	4	Benchmark Assessments	No	\$ -	\$ -
1	5	Intervention Teacher	Yes	\$ 20,913	\$ 20,951
1	6	Additional Classroom Support	Yes	\$ 32,858	\$ 25,251
2	1	Updated Curriculum	No	\$ 700	\$ 700
2	2	Professional Development	No	\$ -	\$ -
2	3	Annual Survey	No	\$ -	\$ -
2	4	Benchmark Assessments	No	\$ -	\$ -
3	1	Updated Curriculum	No	\$ 13,597	\$ 6,292
4	1	Annual Survey	No	\$ 2,187	\$ 2,297
4	2	Culture Improvement Events	No	\$ 500	\$ 1,334

2025-26 Contributing Actions Annual Update Table

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)
\$ 50,255	\$ 54,251	\$ 67,494	\$ (13,243)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Credentialed Teachers	No	\$ -	\$ -	0.000%	0.000%
1	2	Instructional Aides	Yes	\$ 17,582	\$ 18,191.22	0.000%	0.000%
1	3	Professional Development	Yes	\$ 3,100	\$ 3,100.00	0.000%	0.000%
1	4	Benchmark Assessments	No	\$ -	\$ -	0.000%	0.000%
1	5	Intervention Teacher	Yes	\$ 6,274	\$ 20,951.31	0.000%	0.000%
1	6	Additional Classroom Support	Yes	\$ 27,295	\$ 25,251.41	0.000%	0.000%
2	1	Updated Curriculum	No	\$ -	\$ -	0.000%	0.000%
2	2	Professional Development	No	\$ -	\$ -	0.000%	0.000%
2	3	Annual Survey	No	\$ -	\$ -	0.000%	0.000%
2	4	Benchmark Assessments	No	\$ -	\$ -	0.000%	0.000%
3	1	Updated Curriculum	No	\$ -	\$ -	0.000%	0.000%
4	1	Annual Survey	No	\$ -	\$ -	0.000%	0.000%
4	2	Culture Improvement Events	No	\$ -	\$ -	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 492,121	\$ 50,255	0.000%	10.212%	\$ 67,494	0.000%	13.715%	\$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 and Senate Bill 153, Chapter 38, Statutes of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
 - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
 - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
 - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

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

LCFF Carryover Table

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).