LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sierra Charter School

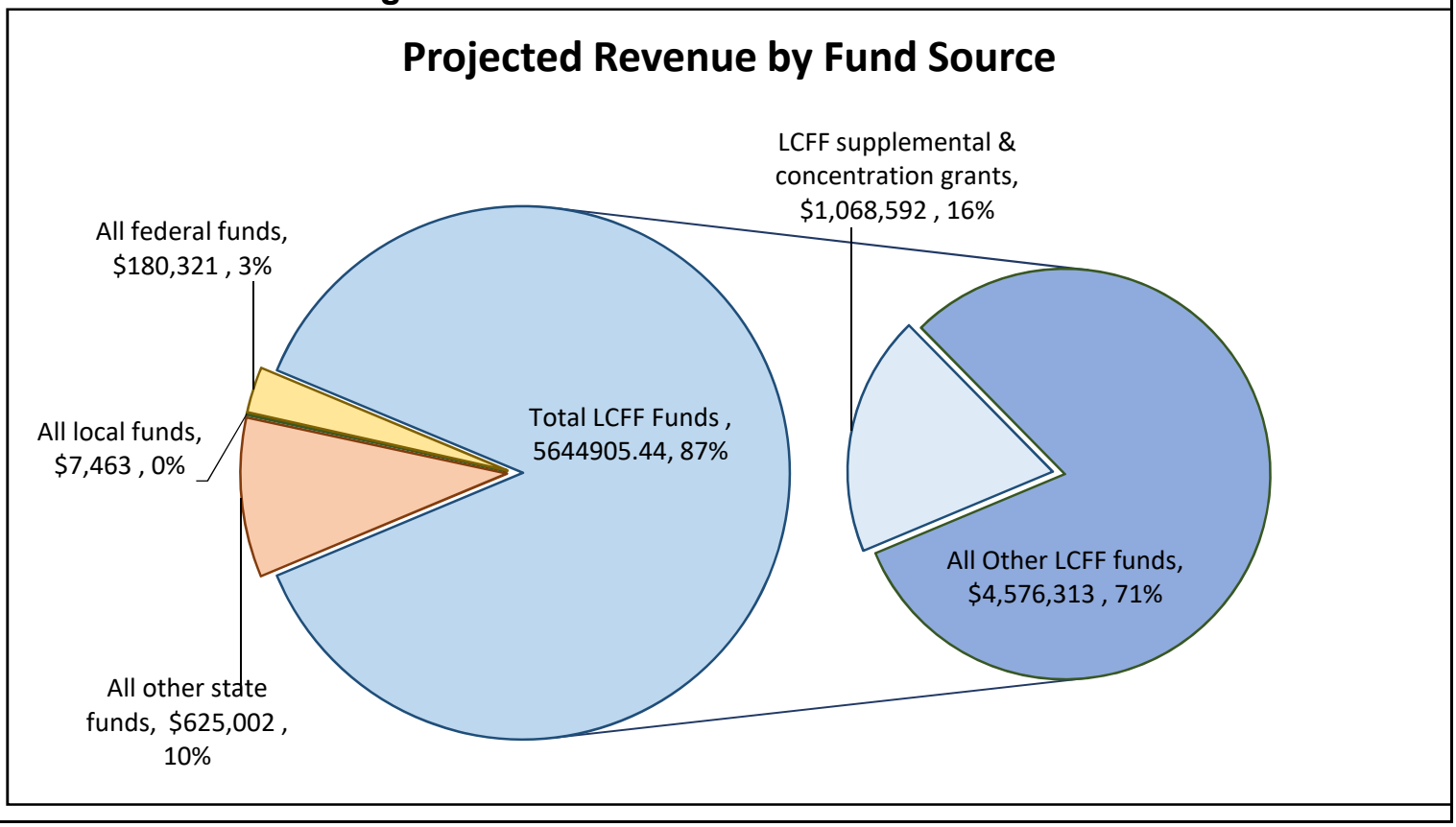
CDS Code: 10-62166-0114355

School Year: 2026-2027

LEA contact information: Sherry Iida

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 2026-2027 School Year

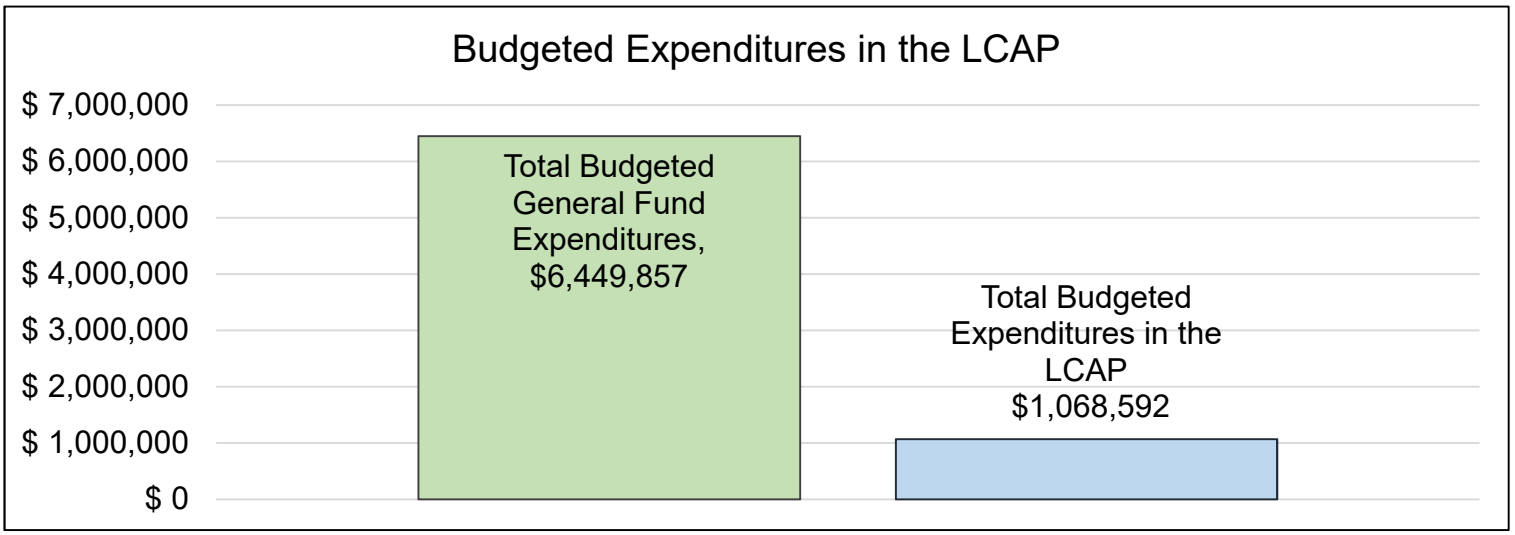


This chart shows the total general purpose revenue Sierra Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sierra Charter School is $6,457,691.44, of which $5,644,905.44 is Local Control Funding Formula (LCFF), $625,002.00 is other state funds, $7,463.00 is local funds, and $180,321.00 is federal funds. Of the $5,644,905.44 in LCFF Funds, $1,068,592.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Sierra Charter School plans to spend for 2026-2027. 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: Sierra Charter School plans to spend $6,449,856.66 for the 2026-2027 school year. Of that amount, $1,068,592.00 is tied to actions/services in the LCAP and $5,381,264.66 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

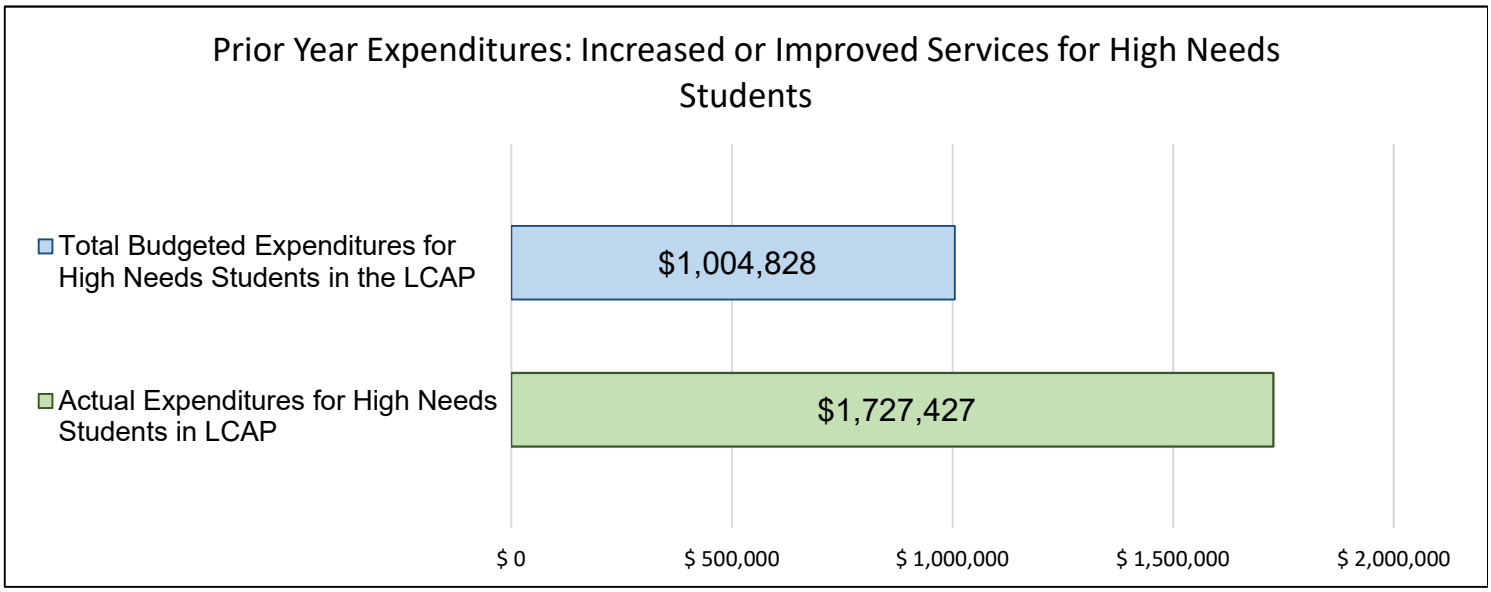
Salaries/benefits: teachers, credentialed support & classified staff, supplies, non-cap furn/equip, liablity insurances, utilities, facilities, conrtracted services (i.e. Speech, OT & CSMCI - back office company for Finance), on-line curriculum, legal, phone/internet, oversight fees, Special Education and any federal and

Increased or Improved Services for High Needs Students in the LCAP for the 2026-2027 School Year

In 2026-2027, Sierra Charter School is projecting it will receive $1,068,592.00 based on the enrollment of foster youth, English learner, and low-income students. Sierra Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Sierra Charter School plans to spend $1,068,592.00 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 2025-2026



This chart compares what Sierra Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sierra 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 2025-2026, Sierra Charter School 's LCAP budgeted $1,004,828.00 for planned actions to increase or improve services for high needs students. Sierra Charter School actually spent $1,727,427.00 for actions to increase or improve services for high needs students in 2025-2026.

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
Sierra Charter School	**Lisa Marasco, CEO**	**lmarasco@sierracharter.org** **(559) 476-3401 office (559) 285-1676 cell**

Plan Summary [2026-2027]

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.

Sierra Charter School (SCS) is a K-12 Personalized Learning Public Charter School utilizing a unique definition of Independent Study to teach students. Through a blended approach, students take English, Math and Science classes on campus, as well as working from home through google classroom. The demographic breakdown from CALPADS as of October 2025 CBEDS of 339 students was 71% Hispanic or Latino, 8% White, 7% African American, 8% American Indian or Alaska Native, and 6% Asian. Our Low-Income was 75% at 255 students, Special Education 11% at 38 students, English Language Learners 5% at 15 students and no identified Foster Youth students in 2025-26.
The school employs 4 administrators, 1 counselor, 1 resource specialist, 1 nurse, 1 school psychologist, 27 teachers (including EL and SPED), 1 academic advisor, 6 tutors/aides and 5 classified employees.

In keeping with the schoolwide student goals; literacy, math, science, social science and technology are the school's main areas of focus. This is why the direction of the school has changed from a traditional Independent Study format. With the focus towards implementing a hybrid model of mastery learning, alignment to the CCSS, digital education, small group instruction, peer collaboration, evidenced-driven intervention and more required time on campus, increased achievement results are projected.

SCS 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.

Based on the 2025 California Schools Dashboard, Sierra Charter's Academic Performance made significant gains in ELA and Math. ELA reported that 63% of the students improved their score from prior year and Math reported 61.3% of the students improved their score from prior year. ELA CAASPP scores increased 6.0 points and Math CAASPP scores increased 20.4 points. We attribute these gains to the robust trainings, dedicated time for collaboration and PD's that were regularly scheduled throughout this year.

English Learners progress has been declining the last few years. Reasons for this are not known at the moment but with the decline for the last two years, attention will focus on assessing the needs and putting a plan in place to rectify this.

College and Career and Graduation Rate declined slightly but is still higher than the 2023-24 baseline.

Chronic Absenteeism and Suspension Rate continued in the “blue” performance indicator. SCS continued to score a “Met” on all the Local Indicators.

Math for All Students, Hispanic and Socioeconomically Disadvantaged moved out of the “red” indicator to “orange”. Even though gains have been achieved, the school will continue to focus on all students in Math.

College and Career slightly declined to the “orange” indicator for All Students but continued in the “red” for Hispanic students and Socioeconomically Disadvantaged. The Counselor will examine what roadblocks the Hispanic students are encountering and provide strategies for success in this area.

SCS has less than 30 English Learners and less than 15 Long-Term EL students (LTELS) so specific actions for these students will not be addressed. The EL teacher and aide will continue to work closely with all identified EL students.

For the 2026-27 school year, no longer in Differentiated Assistance, SCS contracted independently with the Fresno County Superintendent of Schools (FCSS) for continued training in ELA standards and Math proficiencies.

SCS does not have unexpended LREBG funds.

Reflections: Technical Assistance

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

SCS was notified that the school was eligible for Differentiated Assistance in 2025-26 based on performance data from the California School Dashboard. Based on the 2024 scores, two student subgroups (our Hispanic students and our socioeconomically disadvantaged students) were designated in the “red” performance level for both mathematics proficiency and the College/Career Indicator (CCI).

These indicators reflect significant academic and readiness gaps, qualifying our LEA for additional support under the state’s accountability system. This designation allows us to pursue targeted strategies and resources to close achievement gaps and improve outcomes for these historically underserved groups.

As part of receiving Differentiated Assistance, our LEA engaged in the "Onboarding" and "Sprint" phases of the support process facilitated by FCSS. During this stage, we conducted a comprehensive analysis to identify the underlying factors contributing to the performance gaps among our Hispanic and socioeconomically disadvantaged student groups.

This phase included collaborative data inquiry, root cause analysis, and the development of sustainable practices and targeted interventions. Our focus was on aligning resources and implementing strategies that can drive measurable progress in academic achievement and college/career readiness for these student populations.

The 2025 dashboard verified that our trainings this year were beneficial. Our Hispanic and socioeconomically disadvantaged student subgroups moved up an indicator to “orange”. SCS is no longer in Differentiated 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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Input from partners was collected from weekly staff meetings on Mondays, August through May.
Principal/Administrators	Input from partners was collected from weekly staff meetings on Mondays, August through May.
Other School Personnel	Input from partners was collected from weekly staff meetings on Mondays, August through May.
Local Bargaining Units	The LEA does not have local bargaining units
ELAC/PAC	Quarterly meetings are held. The October 16, 2025 and the March 19, 2026 meetings addressed the LCAP.
SELPA	Resource Specialist annually consults with EL Dorado County SELPA to ensure the LCAP actions are in alignment with the SELPA Special Education Plan.
Public Comment Period	May1-15, 2026
Public Hearing	May 21, 2026
Adoption by Governing Board	The LCAP was adopted at the June 18, 2026 board meeting
Budget Adoption and Local Indicator Report to governing board	The Budget and Local Indicator Report was presented at the June 18, 2026 board meeting.

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

During weekly staff meetings, quarterly advisory group meetings and grade-level collaborative team meetings, the following recommendations were suggested:

-Continue professional development days and additional days allowing for planning curriculum, implementing strategies from PD and evaluating assessment data

Goals and Actions

Goal

Goal #	Description	Type of Goal
1.	**Professional development will be provided yearly in the areas of teacher improvement, curriculum planning and analysis, resources and support.**	Broad

State Priorities addressed by this goal.

State Priorities 1, 2 & 7

An explanation of why the LEA has developed this goal.

The goal was developed due to the need for professional development and trainings to increase the number of effective teachers at the school, guarantee standards-aligned instructional materials for all students and provide ELD standards into the general-ed curriculum for all EL students. District PD resources are not available to SCS so the metrics and actions planned for this goal will guarantee that new and veteran teachers will continue to receive relevant and researched based trainings that will benefit their students in the classrooms.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric 1.1	Appropriately assigned and fully credentialed teachers	85% fully credentialed and 100% appropriate assigned for the students they are teaching. Data Year: 2023-24 Data Source: CTC Website	85% fully credentialed and 100% appropriate assigned for the students they are teaching. Data Year: 2024-25 Data Source: CTC Website	100% fully credentialed 100% appropriate assignments Data Year: 2025-26 Data Source: CTC Website	100% fully credentialed and 100% appropriate assigned for the students they are teaching. Data Year: 2026-27 Data Source: CTC Website	The difference (percent) increased because all the teachers are fully credentialed and are in appropriate assignments.

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Metric 1.2	Professional Development Days	100% of the teaching staff participated in professional development that is appropriately assigned for their grade level and course taught. Data Year: 2023-24 Data Source: Local SCS Meeting Sign-In Sheets	100% of the teaching staff participated in professional development that is appropriately assigned for their grade level and course taught. Data Year: 2024-25 Data Source: Local SCS Meeting Sign-In Sheets	100% of the teaching staff participated in professional development that is appropriately assigned for their grade level and course taught. Data Year: 2025-26 Data Source: Local SCS Meeting Sign-In Sheets	100% of the teaching staff participated in professional development that is appropriately assigned for their grade level and course taught. Data Year: 2026-27 Data Source: Local SCS PD Calendar and Meeting Sign-In Sheets	0% difference – Metric Met
Metric 1.3	Curriculum Development Days	100% of the teaching staff participated in curriculum development days. Data Year: 2023-24 Data Source: Local SCS Curriculum Planning Calendar and Meeting Sign-In Sheets	100% of the teaching staff participated in curriculum development days. Data Year: 2024-25 Data Source: Local SCS Curriculum Planning Calendar and Meeting Sign-In Sheets	100% of the teaching staff participated in curriculum development days. Data Year: 2025-26 Data Source: Local SCS Curriculum Planning Calendar and Meeting Sign-In Sheets	100% of the teaching staff participated in curriculum development days. Data Year: 2026-27 Data Source: Local SCS Curriculum Planning Calendar and Meeting Sign-In Sheets	0% difference – Metric Met

Metric 1.4	Access to standards aligned instructional curriculum	100% of the students had access to standards aligned curriculum developed by the SCS staff. Data Year: 2023-24 Data Source: Local SCS Grade Level Pacing Guides	100% of the students had access to standards aligned curriculum developed by the SCS staff. Data Year: 2024-25 Data Source: Local SCS Grade Level Pacing Guides	100% of the students had access to standards aligned curriculum developed by SCS staff. Data Year: 2025-26 Data Source: Local SCS Grade Level Pacing Guides	100% of the students had access to standards aligned curriculum developed by the SCS staff. Data Year: 2026-27 Data Source: Local SCS Grade Level Pacing Guides	0% difference – Metric Met
Metric 1.5	Implement state standards, including English Language Development, for all students	100% of the students received curriculum that includes state and ELD standards. Data Year: 2023-24 Data Source: Local SCS Grade Level Pacing Guides	100% of the students received curriculum that includes state and ELD standards. Data Year: 2024-25 Data Source: Local SCS Grade Level Pacing Guides	100% of the students received curriculum that includes state and ELD standards. Data Year: 2025-26 Data Source: Local SCS Grade Level Pacing Guides	100% of the students received curriculum that includes state and ELD standards. Data Year: 2026-27 Data Source: Local SCS Grade Level Pacing Guides	0% difference – Metric Met

Goal Analysis for [2025-2026]

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.

Action 1 Professional Development

The overall implementation of this action was provided by the FCSS team throughout the school year through scheduled trainings. FCSS also provided training on using ELA standards and Math proficiencies to drive the instructional focus.

The PD was successful in that each teacher's skills were increased in classroom management, ELA standards and Math proficiencies. The challenge the trainers faced was that each teacher's background knowledge was at different starting points and therefore had to backtrack.

The 2025 SBAC scores proved these trainings were successful. The action was carried out as written.

Action 2 Curriculum Development

The overall implementation for Curriculum Development focused on a student & parent survey that indicated the need for more hands-on activities. Based on the PD that was provided, teachers collaborated on designing tangible activities for peer interaction using Kagan Strategies. The action was carried out as written.

The Curriculum Development was very successful in that activities for the next school year were developed and ready to use. No challenges were experienced in the implementation of this action.

Action 3 ELD Standards

The overall implementation of this action is provided annually to all instructional staff by the EL Teacher. The action was carried out as written.

This action can be very successful when mainstream teachers imbed the ELD standards into the curriculum. No challenges were experienced in the implementation of this action.

Action 4 EL Support

The overall implementation of this action is provided daily by the EL Teacher and aide. The action was carried out as written.

The support the EL teacher and aide provide for the identified EL students daily needs to be reviewed and modified. There was a decline in progress towards English language proficiency by the EL students. No challenges were experienced in the implementation of this action.

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

Action 1 Professional Development – Estimated actual expenditures increased by 42% ($12,214) to the original budget due to increase professional development with the FCSS, providing training on using ELA standards and Math proficiencies to drive the instructional focus.

Action 2 Curriculum Development – Estimated actual expenditures increased by 42% ($16,294) to the original budget due to additional curriculum development hours during the summer months.

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

Sierra Charter used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partnerships and metrics. Rating scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 – Effective.

Action(s): Action 1 Professional Development; Action 2 Curriculum Development; Action 3 ELD Standards;

Effectiveness of Action(s): Effective

Action(s): Action 4 EL Support

Effectiveness of Action(s): Somewhat Effective

Metric(s): Classroom observations of teachers, appropriately credentialed teachers, pacing scales with imbedded ELD standards

Analysis Statement: These actions were very beneficial based on input from staff and observations in classrooms. All agreed more time is needed for these same actions in the coming year. Administration is looking at ways to allocate additional days and hours.

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

No changes will be made to planned goals, metrics, target outcomes or actions for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1.1	Professional Development	SCS will provide training to instructional staff on special education, 504 and Social Emotional Learning. Teachers will review their rooster of all students and note which are English learners, SPED, foster youth and low-income. FCSS will provide professional development to help identify the underlying factors contributing to the performance gaps for those student groups that are scoring a "RED" indicator.	$ 21,025	Y
Action 1.2	Curriculum Development	SCS will designate days throughout the school year, as well as in the summer, will be scheduled for developing the curriculum. Modification strategies for special education students will be included. Additional strategies will be brainstormed within grade level or subject level groups to better design the curriculum for English learners, foster youth and low-income students' needs.	$ 55,761	Y
Action 1.3	ELD standards	SCS will provide training to instructional staff on embedding English Language Development standards into the curriculum.	$ 1,718	Y
Action 1.4	EL Support	English learner teacher and aide provides daily instruction, tutoring, and curriculum development to identified EL students.	$ 133,417	Y

Goal

Goal #	Description	Type of Goal
2.	**Students will be provided with more academic support through one-on-one, small and large group instruction by certificated staff to increase pupil achievement outcomes.**	Focus

State Priorities addressed by this goal.

State Priorities 4 & 8

An explanation of why the LEA has developed this goal.

This goal was developed based on prior years' California Dashboard scores and the continued need for improvement. SCS changed to "iReady" as their in-house assessment a couple of years ago and continues to train the staff on how to utilize all their learning and teaching platforms to increase pupil achievement. The Counselor was added back into this goal to address college and career preparedness. An Academic Advisor was added for part of the year. All Students subgroup, which includes Hispanic and Socio-Disadvantage subgroups, will be targeted in Math and College and Career achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric 2.1	CA Dashboard ELA	ELA CAASPP scores declined 8.2 points. (8.7 points below standard) Data Year: 2023 Data Source: CA School Dashboard	ELA CAASPP scores declined 15.1 points. (23.9 points below standard) Data Year: 2024 Data Source: CA School Dashboard	ELA CAASPP scores **increased** 6.0 points. (17.8 points below standard) Data Year: 2025 Data Source: CA School Dashboard	Points below standard will decrease and more students will meet standard or above. Data Year: 2026 Data Source: CA School Dashboard	Decreased 6.1 points below standard
Metric 2.2	CA Dashboard Math	Math CAASPP scores declined 12.1 points. (116.1 points below standard) Data Year: 2023 Data Source: CA School Dashboard	Math CAASPP scores declined 11.9 points. (128.0 points below standard) Data Year: 2024 Data Source: CA School Dashboard	Math CAASPP scores **increased** 20.4 points. (107.6 points below standard) Data Year: 2025 Data Source: CA School Dashboard	Points below standard will continue to decrease and more students will meet standard or above. Data Year: 2026 Data Source: CA School Dashboard	Decreased 20.4 points below standard

Metric 2.3	CA Dashboard English Learners Progress	42.9% made progress towards English language proficiency. This was a 7.1% decline from prior year. Data Year: 2023 Data Source: CA School Dashboard	47.1% made progress towards English language proficiency. This was a 4.2% increase from prior year. Data Year: 2024 Data Source: CA School Dashboard	30.0% made progress towards English language proficiency. (declined 17.1%) Data Year: 2025 Data Source: CA School Dashboard	Percentage of students progressing will be increased. Data Year: 2026 Data Source: CA School Dashboard	Decreased 17.1%
Metric 2.4	CA Dashboard College/Career	8.9% of students were prepared for college or career. Data Year: 2023 Data Source: CA School Dashboard	13.2% of students were prepared for college or career. Data Year: 2024 Data Source: CA School Dashboard	10.2% of students were prepared for college or career. (declined 3.0%) Data Year: 2025 Data Source: CA School Dashboard	Percentage of students prepared will be increased. Data Year: 2026 Data Source: CA School Dashboard/Additional Reports	Decreased 3.0%

Insert or delete rows, as necessary.

Goal Analysis for [2025-2026]

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.

Action 1 Curriculum Associates (i-Ready)

The overall implementation of this action was to purchase and assess students with iReady. Also, purchased the software Clever to bridge i-ready with the Student Information System. It was carried out as stated.

There were no budgetary successes or challenges with this action.

Action 2 Pre-, Mid- and Post-Testing of i-Ready and SBAC

The Assessment/Technology Director oversaw the 2x a year testing of the iReady assessments. This action was carried out as stated.

The success of this action is that it allows the teachers to use the results to drive instruction. The challenge is making sure every student completes the assessment.

Action 3 i-Ready and SBAC Analysis Training

The Assessment/Technology Director and i-ready staff provides the training analysis to the instructional staff and if needed, one-on-one to make sure everyone understands how to use the results for focus instruction. PARSEC Education also provides software analysis of SBAC, ELPAC and I-Ready DATA. Administrative and staff support are provided as needed. This action was carried out as written

The success of this action is that it allows the teachers to use the results to drive instruction. No challenges with this action.

Action 4 Professional Development/Collaboration

The overall implementation focus for this year's PD was continuing the Kagan Strategies for classroom management by perfecting each teachers' skills and developing best practices within the classroom. No challenges with this action.

Action 5 Intervention Support

The overall implementation of this action was provided by the instructional staff during non-required classroom times. Mid-year revision included LREBG funds added to this action to supplement summer school for intervention.

The action was successful in that large numbers of students attended the offered support classes and summer school. No challenges with this action.

Action 6 Instructional Aides/Tutors

The overall implementation of this action was provided by the instructional aides/tutors at all grade levels. This action was carried out as written.

The instructional aides/tutors were very successful in providing additional support to the teacher in the classrooms and labs.

The challenges have been finding qualitied staff for these positions.

Action 7 Teacher Aide

The Teacher aide provided direct daily support to the teacher which allowed the teacher more time to focus on the needs of the students.

This action was not carried out as written because the position stayed vacant all year.

Action 8 Counselor

The overall implementation of this action was for the counselor and academic advisor to monitor and assist students in meeting the College & Career Indicator criteria. The action was carried out as written.

They was successful in helping to maintain the CCI this year. No challenges with this action.

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

Action 5 Intervention Support – Estimated actual expenditures increased by 148% ($298,486) to the original budget due to the increase of intervention support hours.

Action 6 Instructional Aides/Tutors – Estimated actual expenditures increased by 51% ($41,147) to the original budget due to the addition of a Math Tutor.

Action 8 Instructional Aides/Tutors – Estimated actual expenditures increased by 23% ($21,384) to the original budget due to the increase in salary for the Counselor and partial wages for the academic advisor.

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

Sierra Charter used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partnerships and metrics. Rating scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 – Effective.

Action(s): Action 1 Curriculum Associates (i-Ready); Action 2 Pre-, Mid- and Post-Testing of i-Ready and SBA; Action 3 i-Ready and SBAC Analysis Training, Action 4 Professional Development/Collaboration, Action 5 Intervention Support, Action 6 Instructional Aides/Tutors, Action 8 Counselor

Effectiveness of Action(s): Effective

Action(s): Action 7 Teacher Aide

Effectiveness of Action(s): Not Effective due to the position staying vacant all year.

Metric(s): California Schools Dashboard, CAASPP, iReady

Analysis Statement: These actions were very beneficial based on input from staff and review of assessment data by Administration. All agreed more time is needed for the training actions in the coming year. Administration is looking at ways to allocate additional days and hours. New Math curriculum, Acellus Academy, is being purchased for the 2025-26 school year after piloting the program this past Spring. Better Math scores are anticipated with this curriculum. LREBG funds were allotted to provide additional intervention during summer 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.

The Action 7 Teacher Aide position will continue to remain vacant again next year due to budgetary constraints.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action 2.1	Curriculum Associates (iReady)/Clever Software	SCS will purchase yearly subscription of iReady software to align with the same software administered by surrounding districts. Software will be used to track all students progress throughout the year.	$ 22,558	Y
Action 2.2	Pre-, Mid- and Post-Testing of iReady and SBAC	SCS Instructional staff will monitor the pre-, mid- and post-testing of the iReady assessment in ELA and math and annual CAASPP testing. (Dashboard Red Indicators are addressed in this action under the Increased or Improved Services section)	$ 17,879	Y
Action 2,3	iReady and SBAC Analysis Training	SCS will provide training to Instructional staff at the beginning of the year on analyzing test scores and using the results to drive curriculum.	$ 27,038	Y
Action 2.4	Professional Development/Collaboration	SCS will designate days to be used for grade level teams to develop and implement strategies to increase pupil assessment outcomes. Special Education and English learner teams will work in together to brainstorm strategies to increase pupil assessment outcomes within their student groups. Through the assistance provided by FCSS, training will focus on aligning resources and implementing strategies to drive measurable progress.	$ 20,827	Y
Action 2.5	Intervention Support	SCS will provide intervention support for students not staying on pace and for those receiving a red indicator in Math on the Dashboard. (Dashboard Red Indicators are addressed in this action under the Increased or Improved Services section) After conducting the required needs assessment, SCS will use LREBG funds to provide intervention through a summer session.	$ 173,486 $ 49,391	Y Y

Action 2.6	Instructional Aides/Tutors	SCS will hire, or continue to employ, certificated or classified staff to work in the classrooms to support students will be funded through the additional 15% concentration grant add-on funding.	$ 62,054	Y
Action 2.7	Teacher Aide	SCS eliminated the Teacher Aide position due to restructuring of the elementary program.	$ 0	Y
Action 2.8	Counselor	The Counselor, working with Administration, will closely monitor All Students, including Hispanic and Socio-Disadvantage subgroups' course-load to ensure they are College and Career ready. The Counselor will also provide resources for students on college and career, as well as work with 12th grade instructional team to increase graduation rate. (Dashboard Red Indicators are addressed in this action under the Increased or Improved Services section)	$ 108,631	Y

Goal

Goal #	Description	Type of Goal
3.	**Lower suspension rates and increase student enrollment, graduation rate and attendance in a safe environment.**	Broad

State Priorities addressed by this goal.

State Priorities 3, 5 & 6

An explanation of why the LEA has developed this goal.

This goal was developed because it is the belief of the school's Administrative team that by providing a safe, healthy and calm school campus with continuing parent involvement, student's trust and ownership will be promoted which should impact enrollment, attendance and graduation rate. We added a "wellness" component to this goal in order to provide more emotional and healthy wellbeing support to the students in their day-to-day encounters on and off campus.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric 3.1	CA Dashboard Chronic Absenteeism	1.6% of the students were chronically absent. Data Year: 2023 Data Source: CA School Dashboard	1.0% of the students were chronically absent. Data Year: 2024 Data Source: CA School Dashboard	.5% of the students were chronically absent. (declined .5%) Data Year: 2025 Data Source: CA School Dashboard	Decrease in percentage of students chronically absent. Data Year: 2026 Data Source: CA School Dashboard	.5% decrease
Metric 3.2	CA Dashboard Suspension Rate	0% of the students were suspended. Data Year: 2023 Data Source: CA School Dashboard	0% of the students were suspended. Data Year: 2024 Data Source: CA School Dashboard	0% of the students were suspended. (maintained %) Data Year: 2025 Data Source: CA School Dashboard	Maintain 0 percent of students suspended. Data Year: 2026 Data Source: CA School Dashboard	0% difference – Metric Met
Metric 3.3	CA Dashboard Graduation Rate	84.2% of the students in their cohort graduated. Data Year: 2023 Data Source: CA School Dashboard/Additional Reports	92.6% of the students in their cohort graduated. Data Year: 2024 Data Source: CA School Dashboard/Additional Reports	88.3% of the students in their cohort graduated. (declined 4.2%) Data Year: 2024 Data Source: CA School Dashboard/Additional Reports	Increase the percentage of students in the co-hort graduating. Data Year: 2026 Data Source: CA School Dashboard/Additional Reports	Decreased 4.2%

Metric 3.4	Safe School Report	0% conditions needed attention during “school safety walk”. 100% confirmation on the school’s healthy campus environment survey. Data Year: 2023-24 Data Source: Local SCS School Safety Plan and Surveys	0% conditions needed attention during “school safety walk”. 100% confirmation on the school’s healthy campus environment survey. Data Year: 2024-25 Data Source: Local SCS School Safety Plan and Surveys	0% of conditions needed attention during the “school safety walk” as reported in the March 2024 SCS Charter School Safe School Plan. (maintained %) Data Year: 2025-26 Data Source: Local SCS School Safety Plan and Surveys	0% conditions needed attention during “school safety walk”. 100% confirmation on the school’s healthy campus environment survey. Data Year: 2026-27 Data Source: Local SCS School Safety Plan and Surveys	0% difference – Metric Met
Metric 3.5	Parent Involvement	In the 2023-24 school year, 100% of students’ parents attended the school orientation upon enrollment and/or the parent-teacher conference at semester. Data Year: 2023-24 Data Source: SCS Local Parent Orientation Sign-In Sheets	In the 2024-25 school year, 100% of students’ parents attended the school orientation upon enrollment and/or the parent-teacher conference at semester. Data Year: 2024-25 Data Source: SCS Local Parent Orientation Sign-In Sheets	100% of students’ parents attended the school orientation upon enrollment and/or the parent-teacher conference at semester. (maintained %) Data Year: 2025-26 Data Source: SCS Local Parent Orientation Sign-In Sheets	100%of students’ parents attended the school orientation upon enrollment and/or the parent-teacher conference at semester. Data Year: 2026-2027 Data Source: Local SCS School Calendar and Parent Orientation Sign-In Sheets	0% difference – Metric Met

Insert or delete rows, as necessary.

Goal Analysis for [2025-2026]

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.

Action 1 Safety Training

This overall implementation was to make sure staff were trained on safety protocol. This action was carried out as written.

The training was successful in that all staff feel safe on campus.

Action 2 Campus Safety & Wellness

The overall implementation was to make sure identified staff regularly monitor the campus to provide a safe environment for all. This action was carried out as written but including hiring a security guard.

When surveyed, the students, parents and staff indicated that they felt very safe on campus.

Action 3 Safety Plan

The overall implementation was to regularly inform the staff of the contents and assignments within the Safety Plan. This action was carried out as written.

This action was successful in that all staff were trained and thoroughly updated on their assigned roles.

Action 4 Credit Recovery

The overall implementation was to keep students on track for graduation. This action was carried out as written.

The graduation rate maintained making this action successful.

Action 5 Parent Involvement

The overall implementation was to keep the SCS parents informed and updated on all school rules, procedures, policies, events and their student's academic achievement. This action was carried out as written.

100% of the family's survey indicated that they were updated and informed on all SCS information which made this action successful.

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

Action 1 Safety Training – Estimated actual expenditures increased by 19% ($6,128) to the original budget due to the increase in safety training hours.

Action 2 Campus Safety – Estimated actual expenditures increased by 90% ($92,845) to the original budget due to increase in 7th and 8th grade interaction/wellness hours, and more salary hours charged out for the school nurse.

Action 4 Credit Recovery – Estimated actual expenditures increased by 217% ($237.565) to the original budget due to increase in credit recovery hours.

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

Sierra Charter used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partnerships and metrics. Rating scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 – Effective.

Action(s) Action 1 Safety Training; Action 2 Campus Safety & Wellness; Action 3 Safety Plan; Action 4 Credit Recovery; Action 5 Parent Involvement

Metric(s): California Schools Dashboard, Safety Plans, Parent Involvement attendance, surveys.

Analysis Statement: These actions were very beneficial based on input from staff, student and parents. Surveys are conducted at least once a year for suggestions to current practices.

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

No changes will be made to planned goals, metrics, target outcomes or actions for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action 3.1	Safety Training	SCS will ensure that all staff are trained on campus safety protocol.	$ 39,044	Y
Action 3.2	Campus Safety & Wellness	SCS will require that campus monitoring be performed daily by identified staff, including custodial, nurse, and middle school teachers.	$ 101,099	Y
Action 3.3	Safety Plan	SCS will periodically review, including legal reviews, the safety plan and procedures.	$ 5,347	Y
Action 3.4	Credit Recovery	SCS will offer support classes to keep students on pace for graduation.	$ 159,181	Y
Action 3.5	Parent Involvement	SCS will require that teachers schedule orientations and parent-teacher conferences with all SCS families yearly.	$ 70,136	Y

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,068,592	$ 99,741

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
23.35%	0%	$0	23.35%

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
1.1	English learners, students with disabilities, foster youth and low-income students could possibly have obstacles in learning, that other students may not have. These could be language barrier, environment, health, mental challenges, etc. These obstacles, if any, need to be identified.	**Professional Development** Training will be provided to instructional staff on special education, 504 and Social Emotional Learning. Teachers will review their rooster of all students and note which are English learners, students with disabilities, foster youth and low-income. Providing teachers with trainings on how students are identified in school programs can help them to understand their students' individual needs. A teacher's understanding of their students' program qualifications can assist them in using appropriate strategies in instruction and assessment and meet the needs associated with English learners, student with disabilities, foster youth and low-income. However, because Sierra Charter expects that all students will benefit, this action is being provided on a school-wide basis.	Utilizing appropriate strategies based on individual student needs, students should be provided with a more individualized learning program. Local SCS PD Calendar and Meeting Sign-in sheets will document trainings

1.2	Not all students will learn from the same strategies used in implementing curriculum, therefore a variety needs to be available based on teaching the same curriculum.	**Curriculum Development** Designated days throughout the school year, as well as in the summer, will be scheduled for developing the curriculum. Modification strategies for special education students will be included. Additional strategies will be brainstormed within grade level or subject level groups to better design the curriculum for English learners, foster youth and low-income students' needs. Providing teachers with specific curriculum development days throughout the school year and summer will allow them designated time to refine their teaching curriculum to accommodate the needs of the English learners, foster youth and low-income students. However, because Sierra Charter expects that all students will benefit, this action is being provided on a school-wide basis.	Personalized instruction for targeted groups should lead to a better understanding of the subject matter being taught. Local SCS Curriculum Planning and School Calendars and Meeting Sign-in sheets will document additional specified days.
1.3	English learner students require language support designed to assist them in building English proficiency, refining their use of the English language and providing them access to subject area content.	**ELD Standards** Instructional staff will be provided with training on embedding English Language Development standards into the curriculum. Imbedding English Language Development standards will allow English learner students to achieve at the same level as their English-speaking classmates. The English Language Development standards are written at a level that will allow English learners a better understanding of the California state standards. However, because Sierra Charter expects that all students will benefit, this action is being provided on a school-wide basis.	By imbedding English Language Development standards into all the curriculum, English learner students should perform at a high level. Local SCS PD Calendar, Meeting Sign-In Sheets and Grade-Level Pacing Guides will document embedded ELD standards into the curriculum.

2.1	Sierra Charter will purchase the iReady software to use for its in-house assessments because the software is already being used by Sierra Charter's surrounding districts and there is the need for continuity since students move from local districts to SCS.	**Curriculum Associates (iReady)** Yearly subscription of iReady software will be purchased. Software will be used to track all students' progress throughout the year. Teachers of English learners, students with disabilities, foster youth and low-income will be able to review the results and determine each student's needs and growth. English learners, students with disabilities, foster youth and low-income students will receive a more personalized curriculum plan based on iReady scores. However, because Sierra Charter expects that all students will benefit, this action is being provided on a school-wide basis.	By using the same in-house assessment as surrounding districts, teachers can retrieve prior scores on students coming from other schools or districts and determine how much growth is being made as documented in individual student records.

2.2	Teacher's need to know what prior information their English learners, students with disabilities, foster youth and low-income students have at the start of the school year. Results from the 2023 California Dashboard Math results indicated that the subgroups scoring in the RED were: • All Students • Hispanic • Socioeconomically Disadvantaged (low-income) Results from the **2025** California Dashboard Math results indicated that NO subgroups were scoring in the RED but more growth is still needed.	**Pre-, Mid- and Post-Testing of iReady and SBAC** Instructional staff will monitor the pre-, mid- and post-testing of the iReady assessment in ELA and math and annual CAASPP testing. iReady math scores will be reviewed more closely for All Students, which includes Hispanics and Socioeconomically Disadvantaged, and those students with low scores will be targeted for strengthened intervention. By identifying a starting place of their student's prior knowledge, teachers can adapt their curriculum to reflect the needs of all student groups. As a result of pre-testing students, more or less time in small groups or classroom instruction will be implemented for English learners, students with disabilities, foster youth and low-income students. Using iReady results to drive the curriculum should meet the needs associated with English learners, foster youth and low-income. However, because Sierra Charter expects that all students will benefit, this action is being provided on a school-wide basis.	Higher assessment scores and increased post-testing results should be achieved for All Students. Results will be compared after each administration and curriculum will be updated to include those areas of need. Documentation will be in the students' files and the teachers' updated Pacing Guides. California Dashboard results will be reviewed.

2.3	Clear understanding is needed by the instructional staff when reviewing assessment scores from iReady and SBAC. Instructional staff will be trained at the beginning of the year on analyzing test scores and using the results to drive curriculum. Having an understanding in analyzing students' scores will provide the teachers of English learners, students with disabilities, foster youth and low-income with information they can use in developing their weekly lesson assignments.	**iReady and SBAC Analysis Training** Instructional staff will be trained at the beginning of the year on analyzing test scores and using the results to drive curriculum. Having an understanding in analyzing students' scores will provide the teachers of English learners, students with disabilities, foster youth and low-income with information they can use in developing their weekly lesson assignments. However, because Sierra Charter expects that all students will benefit, this action is being provided on a school-wide basis.	Weekly lesson assignments based of the student's prior knowledge and current ability level should show growth as documented in the iReady post scores for all students.
2.4	Not all students will learn and engage from the same strategies used in the classroom, therefore a variety needs to be available. .	**Professional Development/Collaboration** Designated days will be used for grade level teams to develop and implement strategies to increase pupil assessment outcomes. Special Education and English learner teams will work in together to brainstorm strategies to increase pupil assessment outcomes within their student groups. Providing teachers with professional development on classroom strategies to increase pupil assessment outcomes will accommodate the needs of the English learners, students with disabilities, foster youth and low-income students. However, because Sierra Charter expects that all students will benefit, this action is being provided on a school-wide basis.	Managing and engaging students in the classroom should result in a higher level of understanding of the curriculum and lead to increased pupil assessment outcomes as documented on the California Dashboard.

2.5	Sierra Charter's goal is to have their English learners, students with disabilities, foster youth and low-income students succeed every year and be promoted to the next grade level. Results from the 2023 California Dashboard Math results indicated that the subgroups scoring in the RED were: • All Students • Hispanic • Socioeconomically Disadvantaged (low-income) Results from the **2025** California Dashboard Math results indicated that NO subgroups were scoring in the RED but more growth is still needed.	**Intervention Support** Provide intervention support for students not staying on pace and for those receiving a red indicator in Math on the Dashboard. By providing All Students, including Hispanic, Socio-Disadvantage, English learners, students with disabilities, foster youth and low-income students additional time through strengthened intervention support, they should be able to stay on pace to graduate and increase their achievement in Math. An intervention summer school was added with LREBG funds for more support. Additional intervention support classes are designed to meet the needs of English learners, students with disabilities, foster youth and low-income. However, because Sierra Charter expects that all students will benefit, this action is being provided on a school-wide basis.	As a result of providing more intervention classes and targeting students scoring Red on the Dashboard Indicators, students will stay on pace to be promoted to the next grade level. Math achievement scores should increase for all subgroups and will be reviewed using the results from the California Dashboard
2.6	Some English learners, students with disabilities, foster youth and low-income students require additional support in their classes to understand and complete assignments.	**Instructional Aides/Tutors** Hiring of certificated or classified staff to work in the classrooms to support students will be funded through the additional 15% concentration grant add-on funding. English learners, students with disabilities, foster youth and low-income students will benefit from having additional assistance in their classes through one-on-one or small group instruction. However, because Sierra Charter expects that all students will benefit, this action is being provided on a school-wide basis.	The hiring of additional staff should increase all identified students' knowledge of the curriculum and/or assignments which will be reflected in the students scores on the CAASPP ELA and Math assessments.

2.7	**<u>THIS ACTION WAS ELIMINATED IN 2025 DUE TO BUDGETARY CONSTRAINTS.</u>** At specific grades, additional support for the teacher is needed due to the number of assigned grade levels and subjects being required of them.	**Teacher Aide** Hire an aide to support teacher at identified grade(s). Teachers are alleviated of certain duties when an aide is assigned to assist them. This allows the teacher to spend more time making sure all identified student groups are receiving the services needed. English learners, foster youth and low-income students benefit from more teach time when an aide is assigned to their grade level. However, because Sierra Charter expects that all students will benefit, this action is being provided on a school-wide basis.	Increased learning outcomes should result when the teacher is allowed more time to focus on the students.
2.8	Students graduating from SCS need to be more prepared for College and Career as indicated on the Dashboard. Results from the 2023 &2025 California Dashboard College/Career results indicated that the subgroups scoring in the RED were: • All Students • Hispanic • Socioeconomically Disadvantaged (low-income)	**Counselor** The Counselor and Academic Advisor, working with Administration, will closely monitor All Students, including Hispanic and Socio-Disadvantage subgroups' course-load to ensure they are College and Career ready. The Counselor will also provide increased resources for all students on college and career, as well as, work with 12th grade instructional team to increase graduation rate. By monitoring All Students, including Hispanic, Socioeconomically Disadvantage, English learners, students with disabilities, foster youth and low-income students the number of students being college and career prepared should increase. However, because Sierra Charter expects that all students will benefit, this action is being provided on a school-wide basis.	All Students, including Hispanic, Socioeconomically Disadvantage, English learners, students with disabilities, foster youth and low-income students will benefit from this action and be more prepared when graduating from Sierra Charter School as indicated on the California Dashboard College/Career.

3.1	A safe campus is a required need for learning to take place.	**Safety Training** Staff will be trained on campus safety protocol. English learners, students with disabilities, foster youth and low-income students will be able to concentrate on learning when they are on campus knowing that the Sierra Charter staff have been trained in campus safety protocol. However, because Sierra Charter expects that all students will benefit, this action is being provided on a school-wide basis.	Providing a safe learning environment will produce students that can focus on their assignments and grades and stay on pace to graduate as indicated on the California Dashboard Graduation results.
3.2	In order to provide a safe learning environment, daily monitoring of the campus and the students' wellness need to occur.	**Campus Safety & Wellness** Campus monitoring will be performed daily by identified staff, including custodial, nurse, school psychologist and middle school teachers. Hiring custodial staff to clean in the classrooms that support students will be funded through the additional 15% concentration grant add-on funding. Wellness checks through live interaction will be provided to identified students. English learners, students with disabilities, foster youth and low-income students will be able to observe the presences of adults on the Sierra Charter campus that will be monitoring the school daily. However, because Sierra Charter expects that all students will benefit, this action is being provided on a school-wide basis.	Assigned staff to monitor the campus daily will allow the school to provide a safe and healthy learning environment as indicated in Local SCS Surveys.

3.3	A safety plan that has established procedures in all situations needs to be followed and reviewed by all staff.	**Safety Plan** Periodic review of safety plan and procedures will occur. English learners, students with disabilities, foster youth and low-income students will benefit from the Safety Plan training all Sierra Charter staff are required to attend. However, because Sierra Charter expects that all students will benefit, this action is being provided on a school-wide basis.	Sierra Charter will meet the required submission date of the school's Safety Plan yearly as documented in the Districts Epicenter.
3.4	Sierra Charter needs to continue to increase the school's graduation rate reported on the California School Dashboard.	**Credit Recovery** Support classes will be offered to keep students on pace for graduation. English learners, foster youth and low-income student will benefit from credit recovery classes to help them stay on pace to graduate. As a result of offering more credit recovery classes that focus on keeping students on pace to accrue their high school credits, English learners, foster youth and low-income students should graduate on time. However, because Sierra Charter expects that all high school students will benefit, this action is being provided on a school-wide basis.	Keeping students on pace through credit recovery classes should increase Sierra Charter's graduation rate as reported on the California Dashboard.

3.5	Parent involvement is an integral part of a student's learning environment. Research has shown that students succeed at a higher level when there is parent involvement and understanding in their learning process.	**Parent Involvement** Teachers will schedule orientations and parent-teacher conferences with all SCS families. English learners, foster youth and low-income students will benefit from their parent's understanding and involvement in their education through the combined efforts of the school and parent working as a team. However, because Sierra Charter expects that all students will benefit, this action is being provided on a school-wide basis.	The meeting will be documented by Local SCS Parent Orientations and Parent/Teacher Conferences sign-in sheets.

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.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4	English learner students that have not been mainstreamed into the general education program require primary language or ELD support.	**EL Support** English learner teacher provides daily instruction, tutoring, and curriculum development. The English learner students will receive a better education when assigned to a qualified English learner teacher and primary language aide. As a result, this should accelerate the English learner students learning progress and help them to be reclassified at a faster rate.	Multiple hours every week working with a teacher qualified to provide ELD support and a primary language aide has shown positive results in English learners ELA and Math SBAC scores as documented on the Dashboard.

Insert or delete rows, as necessary.

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

Not applicable

Additional Concentration Grant Funding

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

Sierra Charter School has greater than 55% concentration of low-income students at 66%. (Are %s accurate for 26-27) Additional tutors, instructional aides, support services staff (i.e. custodial) are being hired to provide direct services to eligible students identified in need as stated in the “Action” section of all goals. Priority is given to the students identified in the needs assessment the school generates.

The following goals and action numbers 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.

2.6 Instructional Aides/Tutors

3.2 Campus Safety & Wellness

SCS has a history of paying the instructional aides, tutors and classified employees hirer than traditional districts in order to retain existing staff and attract new staff. Additionally, starting with the 2024-25 LCAP hourly wages were increased.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:53
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:11

2026-2027 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 %)
2026-2027	$ 4,576,313	$ 1,068,592	23.351%	0.000%	23.351%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,019,201	$ 49,391	$ -	$ -	$ 1,068,592.00	$ 994,688	$ 73,904

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	Professional Development	ALL	YES	Schoolwide	ALL	ALL	On-going	$ 21,025	$ -	$ 21,025	$ -	$ -	$ -	$ 21,025	0.000%
1	2	Curriculum Development	ALL	YES	Schoolwide	ALL	ALL	On-going	$ 55,761	$ -	$ 55,761	$ -	$ -	$ -	$ 55,761	0.000%
1	3	EL Standards	ALL	YES	Schoolwide	ALL	ALL	On-going	$ 1,717	$ -	$ 1,717	$ -	$ -	$ -	$ 1,717	0.000%
1	4	EL Support	English Learners	YES	LIMITED	English Learners	ALL	On-going	$ 133,417	$ -	$ 133,417	$ -	$ -	$ -	$ 133,417	0.000%
2	1	Curriculum Associates (i-ready Software)	ALL	YES	Schoolwide	ALL	ALL	On-going		$ 22,558	$ 22,558	$ -	$ -	$ -	$ 22,558	0.000%
2	2	Pre-and Post Testing of i-ready and SBAC	ALL	YES	Schoolwide	ALL	ALL	On-going	$ 17,879	$ -	$ 17,879	$ -	$ -	$ -	$ 17,879	0.000%
2	3	i-ready and SBAC/CAASPP Analysis Training	ALL	YES	Schoolwide	ALL	ALL	On-going	$ 12,188	$ 14,850	$ 27,038	$ -	$ -	$ -	$ 27,038	0.000%
2	4	Professional Development	ALL	YES	Schoolwide	ALL	ALL	On-going	$ 20,827	$ -	$ 20,827	$ -	$ -	$ -	$ 20,827	0.000%
2	5	Intervention Support	ALL	YES	Schoolwide	ALL	ALL	On-going	$ 222,877	$ -	$ 173,486	$ 49,391	$ -	$ -	$ 222,877	0.000%
2	6	Instructional Aides/Tutors (concentrated 2.0)	ALL	YES	Schoolwide	ALL	ALL	On-going	$ 62,055	$ -	$ 62,055	$ -	$ -	$ -	$ 62,055	0.000%
2	7	Teacher Aide	ALL	YES	Schoolwide	ALL	ALL	On-going	$ -	$ -		$ -	$ -	$ -	$ -	0.000%
2	8	Counselor	ALL	YES	Schoolwide	ALL	ALL	On-going	$ 108,631	$ -	$ 108,631	$ -	$ -	$ -	$ 108,631	0.000%
3	1	Safety Training	ALL	YES	Schoolwide	ALL	ALL	On-going	$ 39,044	$ -	$ 39,044	$ -	$ -	$ -	$ 39,044	0.000%
3	2	Campus Safety & Wellness	ALL	YES	Schoolwide	ALL	ALL	On-going	$ 64,603	$ 36,496	$ 101,099	$ -	$ -	$ -	$ 101,099	0.000%
3	3	Safety Plan	ALL	YES	Schoolwide	ALL	ALL	On-going	$ 5,347	$ -	$ 5,347	$ -	$ -	$ -	$ 5,347	0.000%
3	4	Credit Recovery	ALL	YES	Schoolwide	ALL	ALL	On-going	$ 159,181	$ -	$ 159,181	$ -	$ -	$ -	$ 159,181	0.000%
3	5	Parent Involvement	ALL	YES	Schoolwide	ALL	ALL	On-going	$ 70,136	$ -	$ 70,136	$ -	$ -	$ -	$ 70,136	0.000%

2026-2027 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
$ 4,576,313	$ 1,068,592	23.351%	0.000%	23.351%	$ 1,019,201	0.000%	22.271%	**Total:**	$ 1,019,201
								LEA-wide Total:	$ -
								Limited Total:	$ 133,417
								Schoolwide Total:	$ 885,784

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	Professional Development	YES	Schoolwide	ALL	ALL	$ 21,025	0.000%
1	2	Curriculum Development	YES	Schoolwide	ALL	ALL	$ 55,761	0.000%
1	3	EL Standards	YES	Schoolwide	ALL	ALL	$ 1,717	0.000%
1	4	EL Support	YES	LIMITED	English Learners	ALL	$ 133,417	0.000%
2	1	Curriculum Associates (i-ready Software)	YES	Schoolwide	ALL	ALL	$ 22,558	0.000%
2	2	Pre-and Post Testing of i-ready and SBAC	YES	Schoolwide	ALL	ALL	$ 17,879	0.000%
2	3	i-ready and SBAC/CAASPP Analysis Training	YES	Schoolwide	ALL	ALL	$ 27,038	0.000%
2	4	Professional Development	YES	Schoolwide	ALL	ALL	$ 20,827	0.000%
2	5	Intervention Support	YES	Schoolwide	ALL	ALL	$ 173,486	0.000%
2	6	Instructional Aides/Tutors (concentrated 2.0)	YES	Schoolwide	ALL	ALL	$ 62,055	0.000%
2	7	Teacher Aide	YES	Schoolwide	ALL	ALL	$ -	0.000%
2	8	Counselor	YES	Schoolwide	ALL	ALL	$ 108,631	0.000%
3	1	Safety Training	YES	Schoolwide	ALL	ALL	$ 39,044	0.000%
3	2	Campus Safety & Wellness	YES	Schoolwide	ALL	ALL	$ 101,099	0.000%
3	3	Safety Plan	YES	Schoolwide	ALL	ALL	$ 5,347	0.000%
3	4	Credit Recovery	YES	Schoolwide	ALL	ALL	$ 159,181	0.000%
3	5	Parent Involvement	YES	Schoolwide	ALL	ALL	$ 70,136	0.000%

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,004,828.00	$ 1,727,427.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Professional Development	YES	$ 29,010	$ 41,225
1	2	Curriculum Development	YES	$ 38,373	$ 54,668
1	3	EL Standards	YES	$ 1,327	$ 1,684
1	4	EL Support	YES	$ 130,313	$ 130,801
2	1	Curriculum Associates (i-ready Software)	YES	$ 24,716	$ 22,116
2	2	Pre-and Post Testing of i-ready and SBAC	YES	$ 33,650	$ 35,057
2	3	i-ready and SBAC/CAASPP Analysis Training	YES	$ 25,265	$ 26,508
2	4	Professional Development	YES	$ 18,205	$ 20,419
2	5	Intervention Support	YES	$ 201,955	$ 500,441
2	6	Instructional Aides/Tutors (concentrated 2.0)	YES	$ 80,528	$ 121,675
2	7	Teacher Aide	YES	$ -	$ -
2	8	Counselor	YES	$ 94,311	$ 115,695
3	1	Safety Training	YES	$ 32,150	$ 38,278
3	2	Campus Safety & Wellness	YES	$ 103,464	$ 196,309
3	3	Safety Plan	YES	$ 5,462	$ 6,990
3	4	Credit Recovery	YES	$ 109,235	$ 346,800
3	5	Parent Involvement	YES	$ 76,864	$ 68,761
				$ -	$ -
				$ -	$ -
				$ -	$ -
				$ -	$ -
				$ -	$ -
				$ -	$ -

2025-2026 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)
$ 1,018,545	$ 975,709	$ 1,727,427	$ (751,718)	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	Professional Development	YES	$ 29,010	$ 41,225	0.000%	0.000%
1	2	Curriculum Development	YES	$ 38,373	$ 54,668	0.000%	0.000%
1	3	EL Standards	YES	$ 1,327	$ 1,684	0.000%	0.000%
1	4	EL Support	YES	$ 130,313	$ 130,801	0.000%	0.000%
2	1	Curriculum Associates (i-ready Software)	YES	$ 24,716	$ 22,116	0.000%	0.000%
2	2	Pre-and Post Testing of i-ready and SBAC	YES	$ 33,650	$ 35,057	0.000%	0.000%
2	3	i-ready and SBAC/CAASPP Analysis Training	YES	$ 25,265	$ 26,508	0.000%	0.000%
2	4	Professional Development	YES	$ 18,205	$ 20,419	0.000%	0.000%
2	5	Intervention Support	YES	$ 172,836	$ 500,441	0.000%	0.000%
2	6	Instructional Aides/Tutors (concentrated 2.0)	YES	$ 80,528	$ 121,675	0.000%	0.000%
2	7	Teacher Aide	YES	$ -	$ -	0.000%	
2	8	Counselor	YES	$ 94,311	$ 115,695	0.000%	0.000%
3	1	Safety Training	YES	$ 32,150	$ 38,278	0.000%	0.000%
3	2	Campus Safety & Wellness	YES	$ 103,464	$ 196,309	0.000%	0.000%
3	3	Safety Plan	YES	$ 5,462	$ 6,990	0.000%	0.000%
3	4	Credit Recovery	YES	$ 109,235	$ 346,800	0.000%	0.000%
3	5	Parent Involvement	YES	$ 76,864	$ 68,761	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%

2025-2026 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 4,210,254	$ 1,018,545	0.000%	24.192%	$ 1,727,427	0.000%	41.029%	$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, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 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).