LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: School of Unlimited Learning

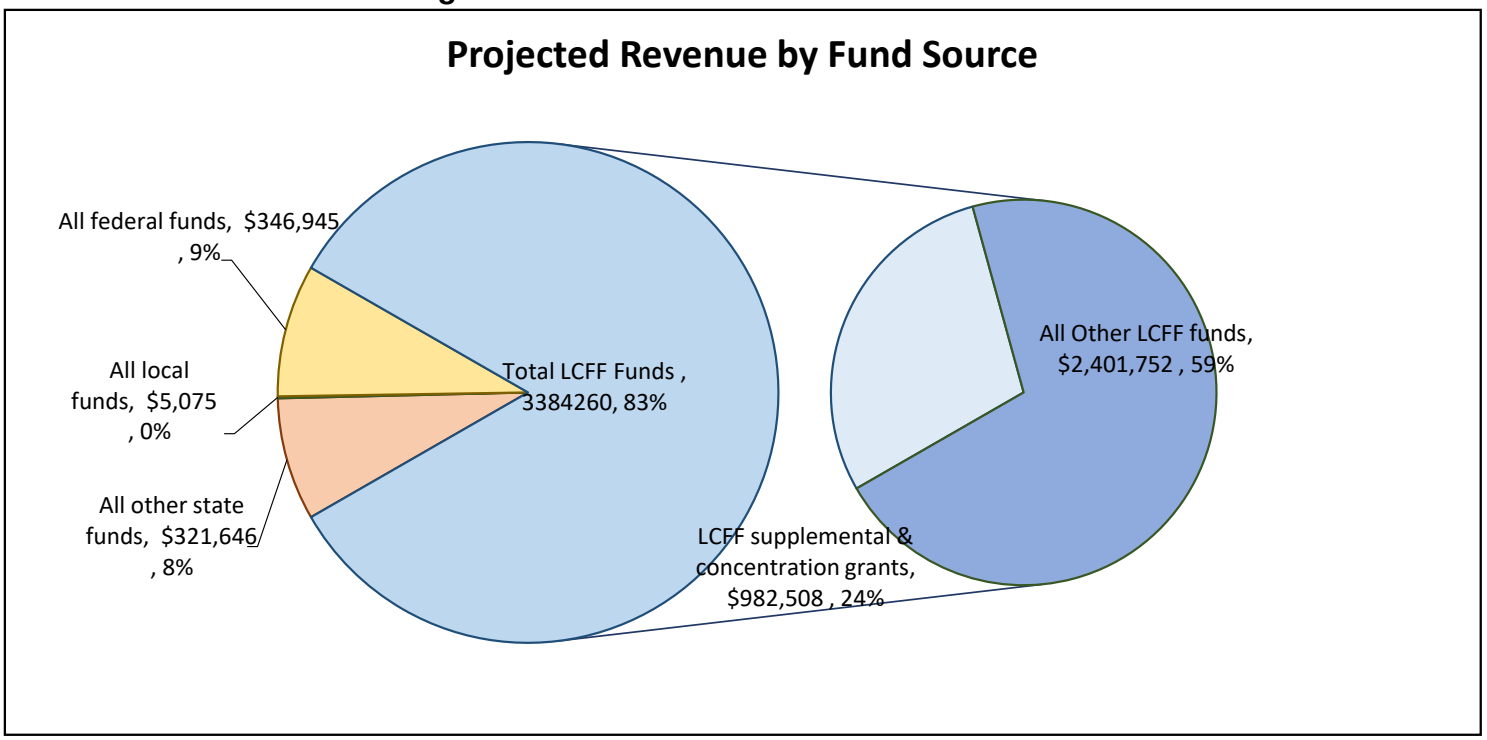
CDS Code: 10 62166 1030642

School Year: 2026-2027

LEA contact information: Dion Varnado, Superintendent (559) 500-1352

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

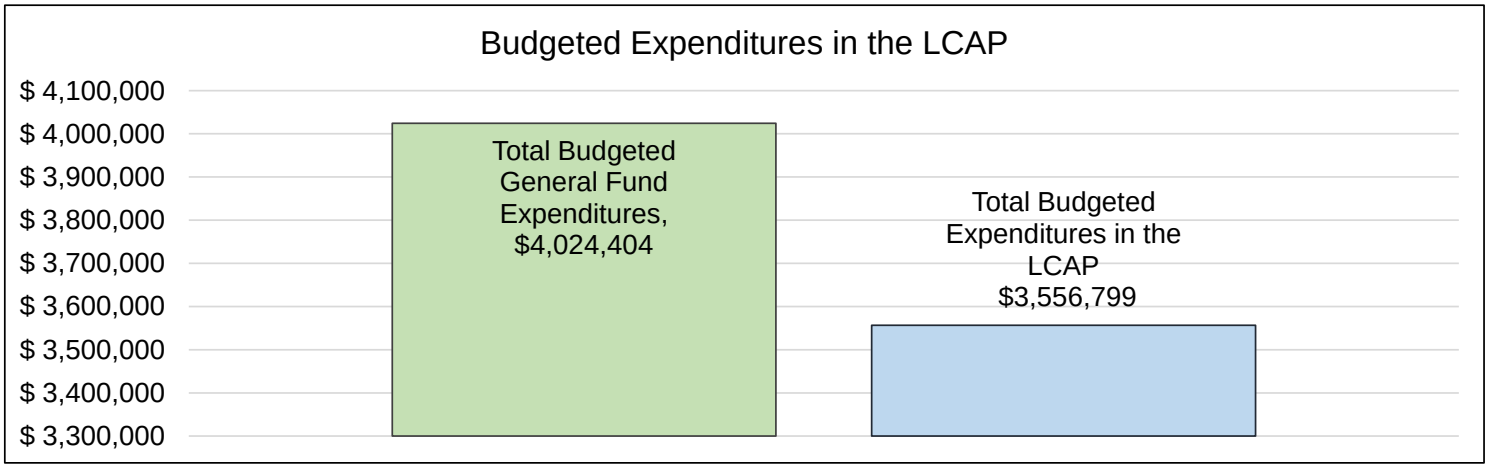


This chart shows the total general purpose revenue School of Unlimited Learning expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for School of Unlimited Learning is $4,057,926.00, of which $3,384,260.00 is Local Control Funding Formula (LCFF), $321,646.00 is other state funds, $5,075.00 is local funds, and $346,945.00 is federal funds. Of the $3,384,260.00 in LCFF Funds, $982,508.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school 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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much School of Unlimited Learning 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: School of Unlimited Learning plans to spend $4,024,404.00 for the 2026-2027 school year. Of that amount, $3,556,799.00 is tied to actions/services in the LCAP and $467,605.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

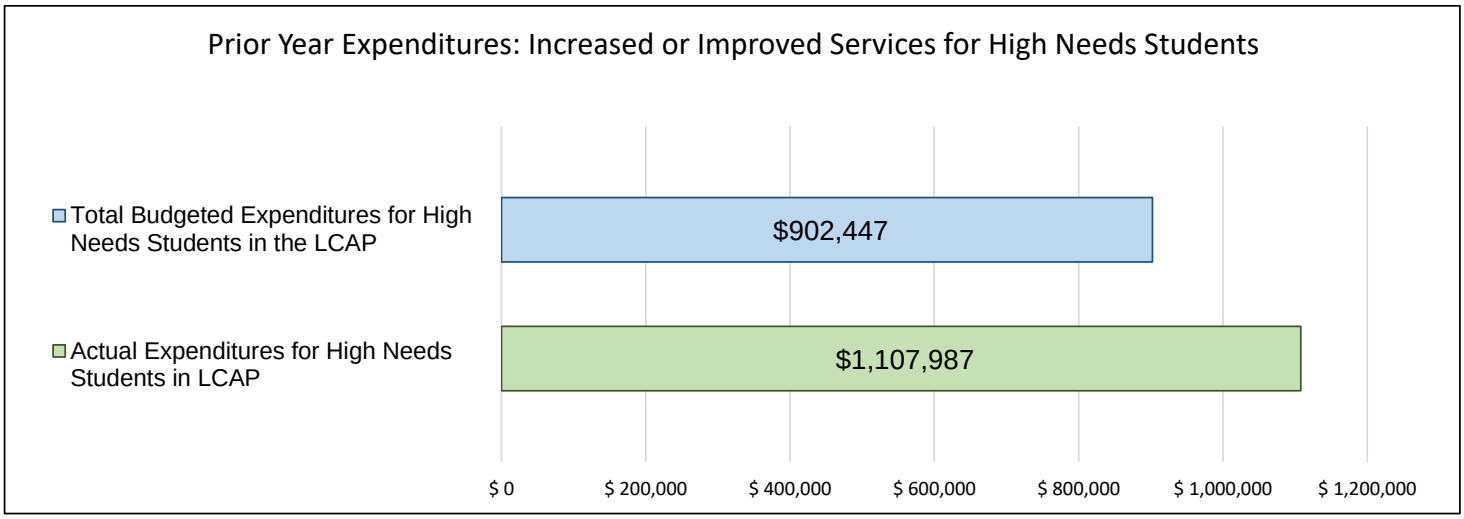
General Fund Budget Expenditures that are not included in the LCAP are essential operational and administrative costs. These expenditures include utilities, maintenance; salaries; food services and transportation.

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

In 2026-2027, School of Unlimited Learning is projecting it will receive $982,508.00 based on the enrollment of foster youth, English learner, and low-income students. School of Unlimited Learning must describe how it intends to increase or improve services for high needs students in the LCAP. School of Unlimited Learning plans to spend $1,066,847.00 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 School of Unlimited Learning budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what School of Unlimited Learning 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, School of Unlimited Learning's LCAP budgeted $902,447.00 for planned actions to increase or improve services for high needs students. School of Unlimited Learning actually spent $1,107,987.00 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
School of Unlimited Learning	Dr. Dion Varnado, Principal/Academic Officer	dion.varnado@fresnoeoc.org (559) 500-1352

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.

The School of Unlimited Learning (SOUL) is guided by a mission to provide learning experiences that equip students with the skills, knowledge, and motivation to become self-directed, lifelong learners. SOUL envisions each student as a collaborative worker and complex thinker who is confident, productive, and self-sufficient through work and community service. This mission shapes a learning environment that is flexible, supportive, and deeply responsive to student needs.

Located in downtown Fresno, SOUL serves students in grades 9–12, ages 14 through 21, who have not yet earned a high school diploma and are at high risk of dropping out. The school primarily serves youth from across the Fresno metropolitan area, many of whom come from economically disadvantaged neighborhoods and arrive with histories of low academic performance and limited access to effective support services in traditional school settings. Often, these students face social and emotional challenges that interfere with their readiness to learn.

While the broader community has made progress expanding access to alternative education and wraparound supports, SOUL continues to respond to ongoing challenges related to academic recovery, attendance, trauma, and preparation for life after high school. Through small class sizes, hybrid and independent study options, and a robust support team, SOUL creates the conditions for students to reengage in school, develop core skills, and move toward long-term success.

SOUL seeks preventative strategies to address the needs of underserved members of the community. The funding generated through the Local Control Funding Formula (LCFF) is dedicated to improving learning outcomes for all students. The School of Unlimited Learning's Local Control and Accountability Plan (LCAP) focuses on the use of funds and the actions and services dedicated to supporting English learners, socioeconomically disadvantaged students, homeless and foster youth.

In the 2025–26 school year, SOUL enrolled 184 students. The student population was predominantly Hispanic (84.2%), followed by African American students (6%), White students (3.8%), and students identifying as two or more races (3.8%). The school also served smaller populations of American Indian/Alaskan Native and Pacific Islander students (each 0.5%) and (1.6%) identifying as Asian. The vast majority of students were socioeconomically disadvantaged (95.1%). Additionally, 11.4% were English learners, 3.3% were in foster youth, 10.1% experienced homelessness, and 12% were students with disabilities.

The funding generated through the Local Control Funding Formula (LCFF) is dedicated to improving learning outcomes for all students. At SOUL, a significant portion of the student body falls into one or more high-need categories, including English learners, socioeconomically disadvantaged students, and foster youth. As a result, SOUL receives both supplemental and concentration grants under LCFF. These funds support the school's continued efforts to provide responsive, high-quality education and support systems that ensure every student has the opportunity to succeed.

SOUL 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.

As a small charter high school serving a unique and high-need population, the School of Unlimited Learning (SOUL) recognizes the importance of continuous reflection on student outcomes and schoolwide effectiveness. In 2018, SOUL received Dashboard Alternative School Status (DASS) from the California Department of Education in recognition of the distinct population it serves. The DASS designation acknowledges that traditional performance metrics used on the California School Dashboard may not fully capture the growth and impact of alternative schools that serve at-risk or traditionally underserved students. As such, DASS schools are evaluated using modified metrics designed to better reflect the successes and challenges in these settings.

At SOUL, a significant portion of students enroll severely credit deficient. It is not unusual for a student to enter their fourth year of high school with credits reflecting only ninth-grade completion. Many students have also experienced high levels of school mobility—having transferred three or more times since entering high school—which has increased in recent years due to disengagement from traditional learning environments.

While SOUL's local data provides a complete picture of student progress, it is important to note that state-reported academic performance metrics are based on a limited sample. For example, the most recent California School Dashboard results reflect outcomes from just 54 eleventh-grade students out of SOUL's total enrollment of 193 students. This small sample size means that performance indicators may not be representative of the entire school population, especially given the highly individualized nature of credit recovery and academic trajectories at SOUL.

In this context, SOUL's success is best measured through a combination of local assessments, student re-engagement, academic growth, and progress toward graduation. The reflections that follow highlight both the measurable outcomes and the deeper impact of SOUL's responsive, student-centered model.

2025 CA Dashboard Performance

English Language Arts: Overall performance is -95.0 points below standard, reflecting a 21.6-point decline from 2024. This decline is largely attributed to a high student transiency rate and gaps in prior learning due to mobility have impacted students' ability to demonstrate growth on the assessment.

Mathematics: Overall performance is –194.5 point below standard, reflecting a 6.0-point increase from 2024. As a result, performance increased from Red (Very Low) to Orange (Low) to on the Dashboard. This increase is largely attributed to targeted instructional supports

and increased focus on foundational math skills. Continued emphasis on intervention and consistent instructional practices will be critical to sustaining and accelerating this growth.

English Learner Progress: In 2024–25, 38.1% of English Learners made progress toward English language proficiency, reflecting a 13.1% increase compared to the previous year. This increase is attributed to a combination of factors, including a high rate of credit deficiency and increased student transiency, both of which have been impacted by a growing English Learner population.

College/Career Readiness: Increased by 8.5% to 13.1% prepared for meeting college/career readiness benchmarks with Hispanic students increasing to 11.9% from 5.7%, going from Red (Very Low) to Yellow (Medium) and Socioeconomically Disadvantaged increasing to 13.4% from 4.7%, Red (Very Low) to Yellow (Medium). This improvement can be attributed to revised 2024–25 actions focused on expanding post-secondary access, including FAFSA support, college visits, dual enrollment with FCC, targeted tutoring, and expanded CTE pathways and internships (Actions 3.1–3.3).

Graduation Rate: SOUL's DASS 1-year graduation rate for all students is 60.8% up from 56.2%, Hispanic students has a slight decline of 3.7% to 60.5 % graduated, however, Socioeconomically Disadvantaged students increased 2.5% to 61.1%. This improvement is supported by increases in College/Career Readiness (+8.5 percentage points overall) and reflects expanded credit recovery, flexible scheduling, and targeted academic supports; however, continued focus on subgroup outcomes—particularly for Hispanic students—remains a priority.

Suspension Rates: Suspension rates decreased overall by 4.2%, to 1.9% suspended at least one day moving into the Green performance category. All student groups with decreased: Hispanic declined by 4.7% (1.8%), Socioeconomically Disadvantaged declined by 4.3% (2.1%), Students with Disabilities declined by 3.6% to (3%), English Learners declined by 2% (6.7%), Long Term English Learners declined 3.3%. Homeless students increased by 2.8% (9.1%). These decreases are attributed to stronger behavior supports, restorative practices, and expanded counseling and social-emotional supports, along with more proactive staff interventions. The increase among Homeless students indicates a need for more targeted supports.

Lowest Performing Student Groups
The LCAP includes required actions to address the need for improvement on the 2023 Dashboard:
- Graduation Rates: All Students, Socioeconomically Disadvantaged and Hispanic Students (see Action 3.2)

Learning Recovery and Emergency Block Grant
SOUL does not have any unexpended LREGB funding.

Reflections: Technical Assistance

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

The School of Unlimited Learning (SOUL) has been identified for Differentiated Assistance through the Fresno County Superintendent of Schools, based on performance outcomes that reflect disparities among specific student groups. This state-provided support, guided by the California Department of Education (CDE), offers customized, locally coordinated assistance designed to strengthen outcomes for schools serving students with complex needs.

SOUL's eligibility for Differentiated Assistance based on outcomes for the following student groups:

-Socioeconomically Disadvantaged Students: Academic performance in English Language Arts and Mathematics Graduation Rate,

-Hispanic Students: Graduation Rate, and Academics English Language Arts and Mathematics

In response, SOUL has prioritized targeted improvement efforts aligned to the school's mission of serving a highly mobile, credit-deficient, and historically underserved student population. Central to this strategy is the implementation of individualized instruction, informed by NWEA MAP benchmark assessments. These assessments provide actionable data on each student's current proficiency level and growth trajectory, enabling staff to tailor instruction and accelerate academic progress. Actions addressing academic performance are outlined in Goal 1, while Goal 2 includes supports aimed at increasing student engagement and connection—critical factors in improving outcomes for these student groups.

Students who score below grade level are supported through Imagine Learning MyPath, an adaptive learning platform that builds personalized learning paths targeting critical skills in literacy and math. The program provides real-time feedback on student engagement and progress, enabling teachers to offer targeted support and adjust instruction as needed.

This work represents SOUL's continued commitment to meeting students where they are, providing responsive, data-informed instruction, and ensuring that all learners—regardless of their academic history or life circumstances—have access to meaningful educational opportunities that support their growth, engagement, and long-term success.

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.

School of Unlimited Learning (SOUL)

Support for Identified Schools

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

The At (SOUL), the process for supporting staff in conducting our needs assessment is grounded in systematic data collection and analysis. Staff engage in structured collaboration twice per month through Professional Learning Communities (PLCs). During these sessions, educators examine a range of academic and behavioral data to inform instructional decisions and identify areas for improvement.

Key data sources include:

a) Academic Performance: Analysis of NWEA MAP assessments, CAASPP results, MyPath progress, and classroom grades.

b) Student Engagement: Review of attendance trends and discipline records.

c) Targeted Support: Monitoring of progress indicators for English learners.

This data-driven approach ensures that PLCs are focused, purposeful, and aligned with student needs, fostering a culture of continuous improvement and equity in educational outcomes.

At SOUL, the process for identifying and selecting evidence-based interventions is both data-informed and deeply human-centered. Staff employ tools such as root cause analysis and guided discussions, not merely to interpret numbers, but to uncover the stories, patterns, and lived experiences that give those numbers meaning. To ensure a comprehensive understanding of student and community needs, SOUL gathers input through multiple channels: annual surveys, semesterly focus groups, and regular meetings of key committees. The Curriculum Committee made selections from the available resources on HMH and the What Works Clearing House website that the team felt aligned with meeting identified needs. Data referenced included the qualitative survey-YouthTruth, Parsec Video Reels and the Educational partner surveys. The administration met with the team as a PLC to review data, the needs assessment, and how the LEA could be supporting the staff. The SOUL Governing Council convenes eight times per year, while the English Learner Advisory Committees (ELAC) meet six times annually. These forums provide valuable insights from students, families, and community partners. Staff then evaluate this input to determine which challenges are most urgent, which have the greatest impact on student success, and how they align with state priorities. This thoughtful, inclusive approach ensures that selected interventions are not only evidence-based but also responsive to the real-world needs of the SOUL community.

SOUL is committed to identifying and addressing inequities through a shared understanding that equity is not simply the equal distribution of resources, but ensuring that every student receives the specific support and opportunities needed to succeed. To achieve this goal, SOUL utilizes a comprehensive, equity-centered planning process grounded in continuous data analysis. School teams examine multiple indicators, including per-pupil funding, access to qualified educators, availability of instructional materials and technology, student participation in academic and enrichment programs, and the condition of school facilities. These data points are analyzed to identify patterns of disparity that may contribute to unequal student outcomes. Through the CSI needs assessment process, SOUL identified several resource inequities contributing to lower student outcomes, including inconsistent access to targeted academic interventions, limited participation in enrichment and college and career readiness opportunities, and insufficient staff capacity to provide intensive academic and social-emotional support. The analysis also revealed achievement gaps among English Learners and socioeconomically disadvantaged students. These findings directly informed the CSI plan, leading to expanded academic intervention services, targeted support for English Learners, enhanced progress monitoring, and professional learning focused on effective instructional practices.

Monitoring and Evaluating Effectiveness

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

The School of Unlimited Learning (SOUL) continuously adjusts its programs in response to student needs and input from families, teachers, and staff. The evaluation of the CSI plan focuses on measuring progress toward student outcomes using data from both the California School Dashboard and verified local data, such as NWEA MAP assessments. Key indicators such as academic performance, attendance, college and career readiness, and parent engagement are reviewed regularly to guide strategic planning and inform any necessary adjustments to the plan.

To ensure that CSI and LCAP goals remain relevant and effective, SOUL engages in a systematic and ongoing review process that includes both quantitative and qualitative data, anchored in a continuous improvement framework. Staff regularly analyze state and local indicators, such as graduation rates, suspension rates, academic performance, EL progress, and subgroup outcomes on a quarterly or more frequent basis. In addition, local data such as school climate survey results, restorative practice participation, internal assessments, and classroom walkthrough observations are reviewed during bi-weekly staff meetings and monthly CSI/Leadership Team sessions. These data points are

used to assess whether the actions and services outlined in the CSI plan and LCAP are yielding the intended outcomes and to inform timely adjustments as needed.

Key Components of SOUL's Monitoring and Evaluation Plan:

1. Counselors collaborate closely with Case Managers to maintain comprehensive student files containing essential data that supports both program fidelity and individual student success. Monthly counselor-student meetings are conducted to monitor academic progress and are documented in each student's Case Plan. These plans are reviewed monthly to ensure alignment with student goals and program expectations.

School administration conducts monthly audits of Case Plans to verify that counselors are accurately documenting and tracking student progress. Additionally, administrators perform weekly classroom walkthroughs to ensure instructional practices are aligned with the CSI implementation plan.

The Guidance Counselor Coordinator and Vice Principal work collaboratively with teachers and Case Managers to identify students at risk of course failure. Targeted interventions such as tutoring and credit recovery options are prescribed to support academic success.

2. Monthly data feedback sessions are held on Monday afternoons, bringing together all team members to evaluate CSI implementation. These sessions include reflective discussions based on data collected through administrative walkthroughs and Case Plan reviews, fostering a culture of continuous improvement.

3. SOUL evaluates program effectiveness using multiple metrics outlined in the CSI plan, including graduation rates, NWEA growth data, DASS comparison group performance, and post-secondary readiness indicators. These metrics provide a comprehensive view of student outcomes and inform strategic planning.

4. SOUL reviews graduation rates, NWEA growth rates, DASS comparison groups, and post-secondary readiness accomplishments using the metrics and targets identified in the CSI plan to evaluate program effectiveness. All student performance data—including academic growth, attendance, engagement, and graduation progress—is compiled into an annual report presented to SOUL's Governing Council. This report serves as a key accountability tool and informs governance decisions.

Continuous Improvement Structures

SOUL's monthly CSI/Leadership Team Meetings serve as the central mechanism for both monitoring implementation and evaluating effectiveness. These meetings follow a continuous improvement cycle, using tools such as: Identification of a problem of practice, Collaborative design of improvement strategies, Data analysis and stakeholder consultation and Evaluation of impact and plan adjustments.

To evaluate effectiveness, SOUL analyzes progress toward specific CSI goals using a combination of state indicators (e.g., graduation rates, chronic absenteeism, academic performance) and local measures (e.g., NWEA MAP growth data, student engagement, credit accrual, EL progress). These indicators are reviewed regularly to determine whether interventions are resulting in improved outcomes for students. Goals are considered effective if there is measurable progress toward closing performance gaps, increasing credit recovery and graduation rates, and improving student engagement and achievement.

Walkthroughs are regularly conducted by leadership and instructional coaches to observe teaching practices, including checks for understanding, peer interaction, writing integration, and content-area reading. These observations, guided by rubrics and checklists, inform coaching priorities and are aligned with LCAP and CSI instructional goals.

The designated CSI lead, in partnership with the Vice Principal, ensures that all school actions align with CSI plan goals. They oversee access to timely data, coordinate instructional coaching and SEL supports, facilitate professional learning communities (PLCs), and lead implementation reviews.

If any LCAP or CSI goal is not showing progress, the CSI/Leadership Team reconvenes with educational partners, including staff, students, families, ELAC members, and community stakeholders, to analyze barriers, identify root causes, and revise the plan accordingly. This process includes evaluating resource inequities and adjusting services or strategies as needed.

This structured, data-driven, and inclusive approach ensures that SOUL not only monitors implementation but rigorously evaluates the effectiveness of its CSI plan to drive sustained school and student improvement.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Principal	The Principal routinely and purposefully engaged educational partners throughout the year. Staff and families participated in regularly scheduled meetings, and Board meetings were held consistently across the school year. Input was also gathered through surveys administered to students, families, and staff, with the highest participation. These multiple engagement pathways ensured inclusive and representative input from across the school community.
Teachers	Teachers and staff provided feedback throughout the school year during regularly scheduled meetings, professional development sessions, and through ongoing day-to-day interactions. Additional input was gathered through surveys, parent meetings, face-to-face conversations, and phone calls. These multiple engagement methods ensured broad and inclusive representation of voices across the school community.
Support Staff	Staff supported the engagement process by attending meetings, assisting with survey distribution, and collaborating across roles to ensure broad input. Surveys administered to students, families, and staff.

	These multiple engagement pathways ensured inclusive and representative feedback from the entire school community.
Parents and ELAC Meetings	Monthly parent meetings throughout the year provided consistent opportunities for feedback and helped inform the development of the LCAP in the spring. The February 18, 2026, meeting, which included both parents and students, generated the most comprehensive input. The LCAP was also formally presented to families and the English Learner Advisory Committee (ELAC) in February and May 2026. Additional 2025-2026 input was collected through surveys to ensure multiple avenues for engagement. Key meetings were held on August 27, September 18, October 16, November 20, December 5, February 18, May 12. These sessions offered families regular opportunities to share feedback on student needs, school climate, academic progress, and support services
Governance Council	Educational partner input was gathered during Governing Council meetings held throughout the 2025-2026 school year on September 9, October 14, November 12, December 9, February 3, March 10, April 14, and May 12, where draft actions were reviewed and discussed publicly. Additionally, feedback was collected during targeted community engagement events, including the Fresno City College Senior Meeting (September 18, 2025), First Presbyterian Church partnership event (December 5, 2025), and Scarab Creative Art Showcase event (December 11, 2025), each involving students, families, staff, and community partners.

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

The development of SOUL's LCAP was meaningfully shaped by ongoing feedback from educational partners, including students, families, teachers, and staff. Throughout the year, input was gathered through a variety of engagement methods and used to identify student needs, assess program effectiveness, and highlight opportunities for improvement. This feedback directly informed the refinement of goals and led to the revision of actions across all areas of the plan.

As a result, each goal includes updated and more targeted actions designed to better support student achievement, engagement, and well-being. These revisions reflect SOUL's commitment to responsive planning, ensuring that the LCAP aligns with the priorities of the school community and addresses the evolving needs of all learners.

The adopted LCAP was directly influenced by feedback provided by educational partners throughout the school year. Input from parents, students, staff, and community members collected through surveys, meetings, and Board discussions, helped identify priority areas such as academic support, student engagement, school climate, and social-emotional well-being. This feedback informed the refinement of goals, actions, and services, ensuring they were responsive to the identified needs of students and aligned with stakeholder priorities. As a result, resources and strategies in the LCAP were adjusted to better support student achievement, equity, and overall school success, reflecting the voices and values of the school community.

Public Hearing and Adoption was conducted on May 12, 2026.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
Goal 1	All students will demonstrate growth towards grade level in Reading and Math.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement

An explanation of why the LEA has developed this goal.

The goal was developed in response to the identified data and input from educational partners. Our analysis of the California School Dashboard and NWEA growth reports indicate a need to support reading and math skills.

-In 2023, 11th grade ELA performance on Smarter Balance was 34.62% met or exceeded standard

-In 2023, 11th grade Math performance on Smarter Balance was 0% met or exceeded standard and 11.54% standard nearly met

-In 2023, 11th grade ELA performance on Smarter Balance was 53.9 below standard but increased by 57.9 points

-In 2023, 11th grade Math performance on Smarter Balance was 187.4 points below standard but increased by 53.9 points

Our local assessment, NWEA, reaffirms the need to support all students with reading and math skills.

-From 2022-2023, 43% of students achieved RIT score growth from pre-test to post-test in Language (Reading) -From 2022-2023, 57% of student achieved RIT score growth from pre-test to post-test in Math

The school plans to improve growth in reading and math by:

-Annual report to School Governing Council will include all student performance

-Guidance Counselor Coordinator and the Vice Principal will work with teachers to identify students at risk of failing a class and prescribe individual tutoring.

-Principal will hold six parent meetings to discuss student progress and other school related issues and gain input from parents

Educational Partners have identified a need for:

-Increased collaboration time for teachers

-Expanded learning opportunities for students

-Access to reading materials

-Supportive learning environments

-Weekly teacher meetings, or as needed, to discuss student progress and instructional strategies

-ELD training

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of students achieved RIT score growth from pre-test to post-test in Reading *Source: NWEA MAP Growth Reports*	A. 43% of All B. 45% of 9th grade C. 41% of 10th grade D. 44% of 11th grade E. 44% of 12th grade *Data Year: 2023-2024*	A. 58% of ALL B. 71% of 9th grade C. 41% of 10th grade D. 65% of 11th grade E. 59% of 12th grade *Data Year: 2024-2025*	In Progress	A. 55% of All B. 55% of 9th grade C. 55% of 10th grade D. 55% of 11th grade E. 55% of 12th grade	N/A
1.2	Percentage of students achieved RIT score growth from pre-test to post-test in Math *Source: NWEA MAP Growth Reports*	A. 57% of All B. 50% of 9th grade C. 65% of 10th grade D. 50% of 11th grade E. 59% of 12th grade *Data Year: 2023-2024*	A. 74% of ALL B. 56% of 9th grade C. 61% of 10th grade D. 79% of 11th grade E. 78% of 12th grade *Data Year: 2024-2025*	In Progress	A. 65% of All B. 60% of 9th C. 70% of 10th D. 60% of 11th E. 65% of 12th	N/A
1.3	Points Below Standard in ELA *Data Source: CA Dashboard*	A. -53.9 Points All B. -49.8 Points LI *Data Year: 2022-2023*	A. -73.4 Points All B. -74.9 Points LI *Data Year: 2023-2024*	A. -95 Points All B. -96.2 Points LI *Data Year: 2024-2025*	A. 45 Points All B. 40 Points LI	A. -41.1 Points All B. -46.6 Points LI
1.4	Points Below Standard in Math *Source: CA Dashboard*	A. -187.4 Points All B. -186.7 Points LI *Data Year: 2022-2023*	A. -200.6 Points All B. -202.7 Points LI *Data Year: 2023-2024*	A. -194.5 Points All B. -194.9 Points LI *Data Year: 2024-2025*	A. 170 Points All B. 170 Points LI	A. -7.1 Points All B. -8.2 Points LI
1.5	% of EL's Improving on the ELPAC (EPLI) *Source: CA Dashboard*	25% Making Progress Towards English Language Proficiency *Data Year: 2023-24 (New Metric)*	N/A	38.1% Making Progress Towards English Language Proficiency *Data Year: 2024-25*	35% Making Progress Towards English Language Proficiency	+13.1%

1.6	EL Reclassification Rate	0% Proficient/27% Level 3 *Data Year: 2023-2024 (New Metric)*	N/A	0.95% Proficient/47% Level 3 *Data Year: 2024-2025*	5%	+0.95% Proficient/+20% Level 3
1.7	% of teachers properly credentialed & assigned *Source: Dataquest TAMO*	Total FTE: 11 Clear: 67.7% Out of Field: 21.7% Intern: 0.0% Ineffective: 9.1% Incomplete: 1.5% *Data Year: 2022-23 (New Metric)*	N/A	Total FTE: 11 Clear: 73.7% Out of Field: 12.4% Intern: 0.0% Ineffective: 9.2% Incomplete: 4% *Data Year: 2023-24*	Clear: 85% Out of Field: 15% Intern: 0.0% Ineffective: 5% Incomplete: 0%	Total FTE: 11 Clear: +6% Out of Field: -0.3% Intern: 0.0% Ineffective: +0.1% Incomplete: +2.5%
1.8	% of students with access to their own copies of standards-aligned instructional materials *Source: Internal*	100% *Data Year: 2024-25 (New Metric)*	N/A	100%	100%	Maintained
1.9	School Facilities Condition *Source: Internal*	Good *Data Year: 2024-25 (New Metric)*	N/A	Good	Good	Maintained

Goal Analysis for LCAP 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.

SOUL made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the school year. All Goal 1 actions were implemented as described in the adopted LCAP, with no substantive changes. SOUL did not incorporate any Learning Recovery Block Grant (LREGB) funds into the 2025-26 LCAP. Below are the successes and challenges on actions 1.1-1.3.

Successful Implementation

Actions 1.1–1.3 focused on targeted intervention, equitable access to technology, and strengthening ELD instruction through professional development and coaching. Implementation of MyPath, math intervention classes, Saturday School, increased device access, expanded instructional support and access to learning. As a result, the school experienced increased course offerings, greater access to rigorous, standards-aligned instruction, and more targeted academic support. Teachers strengthened lesson design, pacing, and assessment practices, with focused supports for English Learners and students with disabilities. These efforts contributed to expanded student engagement and improved student outcomes, though continued focus is needed to accelerate progress in ELA and math.

Implementation Challenges

Implementation was impacted by scheduling limitations and the need to balance instructional time with collaboration opportunities. Additionally, expanded course offerings created increased demands on facilities, and time constraints limited the depth of instructional data analysis.

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.

Intervention Supports: Estimated expenditures are currently lower than projected as additional curriculum purchases and tutoring salaries are still being processed. The school also ordered 85 student computers to support anywhere and anytime learning.

Technology Supports: Estimated expenditures are slightly below projections as five classroom smart boards with stands are still being processed.

Professional Development (PD) and Coaching to Support English Language Development: Estimated expenditures are lower than projected due to Ventura County providing a gifted all-day literacy PD for staff, reducing planned costs. Additional PD activities are still planned for the remainder of the year.

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

Based on our analysis of metrics and outcomes the implementation of Actions 1.1–1.3 demonstrated overall effectiveness in progressing toward Goal 1. Targeted intervention, expanded instructional supports, and increased access to technology contributed to increased course offerings, greater access to rigorous, standards-aligned instruction, and improved student engagement. These actions contributed to a 6-point increase in math performance, improving from Red to Orange on the Dashboard, and a 13.1%-point increase in English Learner progress, with 38.1% of English Learners making progress toward proficiency. However, these actions were less effective in improving ELA outcomes, indicating a need to strengthen literacy intervention strategies to accelerate achievement.

NWEA MAP Growth results were not yet available at the time of LCAP development and will serve as an additional indicator of student growth.

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

Based on our analysis, there are no planned adjustments for the 2026-27 LCAP.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Intervention Supports	To accelerate academic growth, students will receive targeted intervention in reading and math through personalized learning plans and dedicated instructional support. • Utilize Imagine Learning MyPath to create individualized reading and math intervention plans based on student growth goals • Monitor and adjust learning paths regularly to ensure student progress • Provide a dedicated math intervention class focused on foundational skills and concepts needing growth • Implement Saturday School sessions for reteaching and reinforcing key content • Ensure MyPath is accessible both in-seat and at home for flexible, consistent support Support teachers in observing progress, designing responsive curriculum, and evaluating instructional strategies for ongoing improvement	$1,853287	N
1.2	Technology Supports	To ensure equitable access to learning at home—especially for English Learners and Students with Disabilities—the school will provide essential technology tools and supports. • Purchase laptops and devices for students to support digital access to curriculum • Provide internet hotspots for students without reliable home connectivity	$284,400	Y

		• Include device insurance to protect school-issued technology and minimize learning disruptions Prioritize distribution to English Learners and students receiving Special Education services to close the digital divide		
1.3	Professional Development (PD) and Coaching to support English Language Development (ELD)	To improve outcomes for English Learners, the school will implement a comprehensive professional development and coaching plan focused on effective ELD strategies. • Implement targeted professional development and coaching to enhance ELD instruction based on data and stakeholder feedback • Provide ongoing training for teachers and administrators in research-verified instructional strategies for English Learners • Utilize a dedicated Tuesday and Thursday ELD instruction block to apply learned strategies and support language development Foster a collaborative and consistent instructional approach to meet the needs of English Learner through the implementation of an ELD block	$467,885	Y

Goals and Actions

Goal 2

Goal #	Description	Type of Goal
Goal 2	School will provide engagement opportunities for students and Educational Partners (parents, students, staff, community members, and organizations) and promote a positive school climate to encourage student success.	Broad

State Priorities addressed by this goal.

Priorities 3: Parent Involvement
Priorities 5: Pupil Engagement
Priorities 6: School Climate

An explanation of why the LEA has developed this goal.

By providing safe and engaging activities, we believe the school can enhance student and educational partner engagement which leads to a positive school climate. Thus, increasing daily attendance and community involvement. Local Indicator Metric of Priority 3-Parent Involvement, State Indicator Metric of priority 5-Pupil Engagement and Local Indicator Metric of Priority 6- School Climate will be used to support the 4 Actions that we plan to accomplish.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Create welcoming environment for educational partners *Source: Internal Parent Survey*	86.5% Parents reported finding every staff member to be kind and courteous 98.8% Parents reported they feel their student is safe at SOUL. *Data Year: 2023-2024*	97% of Parents felt respected by staff and feel comfortable approaching school administration with concerns. 95% of Parents stated their child's school environment was safe *Data Year: 2024-2025*	91% Parents felt respected by staff and feel comfortable approaching school administration with concerns. 85% of Parents stated their child's school environment was safe *Data Year: 2025-2026*	95% Parents reported finding every staff member to be kind and courteous 100% Parents reported they feel their student is safe at SOUL.	+4.5% of Parents felt respected by staff and feel comfortable approaching school administration with concerns. -13.8% of Parents stated their child's school environment was safe
2.2	Increase the amount of time students spend on campus *Source: Internal Attendance*	86.5% of the Independent Study students spent multiple days on campus *Data Year: 2023-2024*	87% of the Independent Study students spent multiple days on campus *Data Year: 2024-2025*	89% of the Independent Study students spent multiple days on campus *Data Year: 2025-2026*	95% of the Independent Study students spent multiple days on campus	2.5% of the Independent Study students spent multiple days on campus
2.3	Create meaningful student participation and feel safe on campus *Source: Internal Student Survey*	97.3% of students indicated they feel safe on campus *Data Year: 2023-2024*	81% of students reported feeling safe from harm *Data Year: 2024-2025*	81% of students reported feeling safe from harm *Data Year: 2024-2025*	100% of students indicated they feel safe on campus	-16.3% of students indicated they feel safe on campus

2.4	Attendance Rate *Source: P-2*	P-2: 181.26 ADA *Data Year: 2024-2025 (New Metric)*	N/A	P-2: 164.65 ADA *Data Year: 2025-2026*	185 ADA	-16.61
2.5	Graduation Rate *Source: CA Dashboard*	59% *Data Year: 2023-2024 (New Metric)*	N/A	60.8% *Data Year: 2024-25*	70%	+1.8%
2.6	HS Dropout Rate *Source: SARC*	20.3% *Data Year: 2023-2024 (New Metric)*	N/A	15.9% *Data Year: 2024-25*	15%	-4.4%
2.7	Suspension Rate Expulsion Rate *Source: CA Dashboard*	Suspension: 6.2% Expulsion: 0% *Data Year: 2023-2024 (New Metric)*	N/A	Suspension Rate: 1.9% Expulsion Rate: 0% *Data Year: 2024-25*	Suspension: <4% Expulsion: <1%	Suspension Rate: - 4.3% Expulsion Rate: 0%

Goal Analysis for LCAP 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.

SOUL made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the school year. All Goal 2 actions were implemented as described in the adopted LCAP, with no substantive changes. SOUL did not incorporate any Learning Recovery Block Grant (LREGB) funds into the 2025-26 LCAP Below are the successes and challenges on actions 2.1.1-2.3.

Successful Implementation

Successful implementation was supported by the use of multiple communication methods, including ParentSquare, emails, phone calls, text messaging, and meetings, which increased accessibility for families. Meetings were offered at varied times to encourage greater participation. Students benefited from “real-world” learning experiences through the Work-Based Learning Program and Fresno EOC partnerships, and further engaged with the community through service-learning projects and community partnerships, strengthening connection and relevance to their learning.

Implementation Challenges

Implementation challenges included scheduling meetings at times that accommodate all families and maintaining consistent communication due to changes in family contact information. Additionally, limited availability of community partners restricted participation in some programs, and parent participation varied due to scheduling conflicts and transportation barriers.

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 2.1 Parent Supports and Communications: Actual expenditures exceeded projections due to increased investments in social media, advertising, outreach, and communication efforts in response to lower than expected enrollment and attendance.

Action 2.2 Community Engagement Opportunities for Students: Actual expenditures exceeded projections as the school prioritized expanding off-campus learning opportunities and experiences to increase student exposure, engagement, and real-world learning opportunities.

Action 2.3 Educational Partner Feedback: Actual expenditures exceeded projections due to additional outreach, communication, and engagement efforts connected to enrollment, attendance, and educational partner feedback initiatives.

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

Based on analysis of metrics and outcomes, Actions 2.1–2.3 were largely effective in progressing toward Goal 2. Survey data indicates a strong and sustained sense of a welcoming and safe school environment, with 91% of parents reporting they feel respected by staff and comfortable approaching administration, and 85% reporting their child's school environment is safe. Student data also reflects strong outcomes, with 100% of students indicating they feel safe on campus, and suspension rates significantly decreasing from 6.2% to 1.9%.

Additionally, student engagement improved, as reflected by an increase in Independent Study students spending multiple days on campus (from 86.5% to 89%), and positive trends in graduation rate (+1.8%) and dropout rate (-4.4%). These outcomes suggest that expanded communication, community engagement opportunities, and feedback systems contributed to stronger school connectedness and student engagement. While attendance remains an area for continued focus, overall the actions have been effective in fostering a positive school climate and improving student outcomes.

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

Based on our analysis, there are the planned adjustments for the 2026-27 LCAP.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Increased Parent Supports and Communications	To strengthen school-home partnerships, the school will offer regular parent meetings and support sessions to ensure families are informed, engaged, and empowered. • Provide ongoing parent meetings to share updates on school activities, events, and student learning • Maintain consistent communication with families through multiple platforms to ensure accessibility • Conduct Parent Support Labs to help families navigate school communication systems and digital tools Foster a welcoming environment where parents can ask questions, provide input, and build community connections	$35,000	N
2.2	Community Engagement Opportunities for Students	To foster student connection, leadership, and meaningful community involvement, the school will provide opportunities for students to engage with the greater community through educational, creative, and service-based experiences. • Offer educational and service-related field experiences that connect students to the wider community • Host guest speakers and Admin Town Halls to promote civic awareness and student voice • Facilitate homeroom attendance competitions during 3rd period to encourage engagement and community-building • Celebrate student success through Honor Roll Awards Assemblies and school-wide recognitions • Showcase student creativity through events like the Art Showcase and expanded art class offerings Encourage student leadership and contribution through events like the Blood Drive and public speaking engagements	$35,000	N

Action #	Title	Description	Total Funds	Contributing
2.3	Educational Partner Feedback	To enhance student success and strengthen our school community, the school will provide meaningful opportunities for all Educational Partners to offer input and feedback on programs, safety, and culture. • Distribute electronic climate surveys to gather feedback from families, students, and staff • Use survey results to inform schoolwide decisions and continuous improvement efforts • Create ongoing channels for communication and engagement with Educational Partners Foster a collaborative school environment where all voices are valued and contribute to positive change	$8,250	N

Goals and Actions

Goal 3

Goal #	Description	Type of Goal
Goal 3	SOUL students will have access to develop skills and knowledge necessary to be responsible and productive citizens post-graduation.	Broad

State Priorities addressed by this goal.

Priority 4: Student Achievement
Priority 5: School Engagement
Priority 7: Course Access

An explanation of why the LEA has developed this goal.

SOUL needs to improve access opportunities beyond high school. SOUL will collect, analyze, and evaluate student participation on an annual basis and make recommendations to increase engagement in career classes and/or hybrid classes.

- Incorporate career and technical education programs into the curriculum to give students experience in various fields
- Provide resources for resume building, employment applications, career exploration opportunities, and interview skills
- Assist students in developing a post-graduation plan to enter the workforce and/or pursue further education or training
- Establish partnerships to provide training and employment opportunities to students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Expansion of CTE courses *Data Sources: Internal Course Catalog and Internal School Pathways*	Began offering Imagine Learning CTE courses in the Fall of 2023, 20 students enrolled in various CTE courses *Data Year 2023-2024*	Expanding CTE to 2 classes with more courses (Imagine Learning), 43 students enrolled in various CTE courses *Data Year 2024-2025*	Expanding CTE to 4 classes with 58 students enrolled in various CTE courses *Data Year 2025-2026*	CTE courses will expand to a total of 5 classes with 40 students participating.	Expanded CTE Classes and increased students enrolled +38 students
3.2	Student Participation in Hybrid classes, classes taught in conjunction with student's regular schedule *Source: Internal School Pathways*	Fall-Spring 2023- 24 37% of all students participated in Hybrid courses	Fall-Spring 2024-25 52% of all students participated in Hybrid courses	Fall-Spring 2025-26 56% of all students participated in Hybrid courses	50% of all students participated in Hybrid courses	+19% students participated in Hybrid courses
3.3	Increase Career Training and Opportunities *Source: Internal*	With help from Assigned Staff and/or Case Managers, students will create post- secondary plan *Data Year 2023-2024*	STEP program was successful this fall– 7 students graduated program with internships in the community and 8 through workforce in the Spring for a total of 15 *Data Year: 2024-2025*	STEP program was successful this fall– 13 students graduated program with internships in the community and 6 through workforce in the Spring for a total of 18 *Data Year: 2024-2025*	100% of students will create a post-secondary plan. Seniors will perform exit interviews upon completion of graduation requirements.	Increased participation in workforce connection by 18
3.4	% of graduates completing A-G requirements *Source: CA Dashboard*	0% *Data Year: 2023-24 (New Metric)*	N/A	0% *Data Year: 2024-25*	10%	0%
3.5	% of graduates prepared for college/career *Source: CA Dashboard*	4.6% Prepared *Data Year: 2023-24 (New Metric))*	N/A	13.1% Prepared *Data Year: 2024-25*	15% Prepared	+8.5% Prepared

Goal Analysis for LCAP 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.

SOUL made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the school year. All Goal 3 actions were implemented as described in the adopted LCAP, with no substantive changes. SOUL did not incorporate any Learning Recovery Block Grant (LREGB) funds into the 2025-26 LCAP Below are the successes and challenges on actions 3.1.1-3.3.

Successful Implementation:

Successful implementation was reflected in increased student engagement and stronger connections to real-world career pathways. Flexible learning options expanded access to coursework needed for graduation and postsecondary goals, while targeted course planning and academic counseling supported increased A–G completion. Collaboration among counseling, administration, and instructional staff ensured alignment of programs focused on postsecondary readiness. Additionally, the expansion of CTE course offerings provided students with greater access to career-focused pathways and hands-on learning experiences.

Implementation Challenges

Challenges included limited staffing and credentialed teachers impacting CTE expansion, and student schedules affecting access to hybrid and dual enrollment courses. Balancing graduation, A–G, and CTE pathways required careful planning, while coordinating career opportunities required significant collaboration. Data tracking and progress monitoring also needed ongoing refinement.

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 3.1 Develop Post-Secondary Plan: Estimated expenditures are lower than projected as funds were also leveraged to support the expansion of CTE course offerings connected to post-secondary readiness initiatives.

Action 3.2 Flexibility in Scheduling: Estimated expenditures exceeded projections due to increased staffing and scheduling adjustments needed to support student post-secondary readiness and flexible learning options.

Action 3.3 Expansion of CTE Courses: Estimated expenditures exceeded projections due to investments in teacher training, certification costs, curriculum, materials, and program expansion aligned to the school’s post-secondary readiness plan.

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

Based on analysis of outcomes, Actions 3.1–3.3 were effective in progressing toward Goal 3. Expanded post-secondary planning, flexible scheduling, and increased access to dual enrollment and CTE pathways contributed to improved student engagement and access to coursework aligned to graduation and postsecondary goals. Targeted academic counseling, case management, and course planning

supported student progress toward postsecondary readiness, particularly for socioeconomically disadvantaged students, Hispanic students, and foster and homeless youth, while collaboration among staff ensured alignment of postsecondary readiness efforts.

These actions also contributed to improved College/Career Readiness (+8.5 percentage points) and Graduation Rate (+1.8 percentage points) on the Dashboard, indicating positive progress toward preparing students for life after high school. While A–G completion remained limited, overall the actions have been effective in increasing access, engagement, and readiness for postsecondary success.

Overall, the actions were effective in increasing engagement, access to career pathways, and postsecondary readiness, particularly for high-need student groups. While implementation challenges related to scheduling, staffing, and coordination of programs impacted consistency, continued refinement is needed to strengthen A–G outcomes and ensure consistent progress across all measures.

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

Based on our analysis, there are the planned adjustments for the 2026-27 LCAP cycle.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Develop post-secondary plan	To support all students in preparing for life after high school—particularly those facing greater barriers such as foster and homeless youth—each student will work with assigned staff or case managers to develop a personalized post-secondary plan focused on college, career, or vocational pathways. • Provide one-on-one support to guide students through the creation of their post-secondary plans • Increase access to college through FAFSA application support and related incentives • Organize field trips to colleges and universities to expose students to a range of post-secondary options • Offer graduation incentives to motivate students to stay on track and complete high school Host an annual Career Fair to connect students with professionals and explore a variety of career pathways	$527,295	Y
3.2	Flexibility in Scheduling	To increase student attendance, engagement, and academic achievement, SOUL will provide greater flexibility in class scheduling and expand access to college-level learning opportunities. This action supports the 2023 Red Dashboard indicator for the Graduation Rates for all students, Socioeconomically Disadvantaged and Hispanic students. • Implement a flexible class schedule to better meet the diverse needs of students • Continue the High School Enrichment dual enrollment program in partnership with Fresno City College (FCC) • Hire 1–3 tutors to assist and monitor student progress in dual enrollment and high school enrichment courses • Provide targeted support to ensure students are successful in managing college-level coursework alongside high school requirements	$134,356	N

3.3	Expansion of CTE courses	To increase student engagement and career preparedness, SOUL will expand its Career and Technical Education (CTE) offerings to provide students with meaningful, hands-on learning experiences aligned to future career pathways. • Offer paid internships within the EOC for students who have completed CTE coursework • Increase the number and variety of CTE class offerings to better match student interests and local workforce needs Renovate adjacent building to expand classroom space to create additional space for specialized CTE labs and hands-on instruction	$211,326	Y

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$982,508	$121,519

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
29.03%	0%	0%	29.03%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 2	Many SOUL students require increased access to technology and internet connectivity to fully participate in instruction, complete coursework, and access CTE and post-secondary readiness opportunities. Students often rely on flexible and independent learning models that require consistent access to devices and online resources both at school and at home.	SOUL provides schoolwide technology supports, including student computers, hotspots, classroom technology, and digital learning tools to ensure all students have equitable access to instruction, CTE coursework, intervention supports, and college/career readiness opportunities. These supports are provided on a schoolwide basis because all students benefit from reliable access to technology needed for flexible scheduling, blended learning, online coursework, and career pathway exploration.	SOUL will monitor the effectiveness of technology supports through student access and usage data, course completion rates, CTE participation, attendance, credit completion, student engagement, and feedback from students and staff regarding access to instructional technology and connectivity.
Goal 1 Action 3	Growing population of English Language Learners (ELs), many of whom require targeted academic and language development support to succeed in a rigorous high school environment. These students often enter the school with varying levels of English proficiency and may face additional academic challenges due to interrupted or inconsistent schooling experiences.	Individualized academic support to all EL students through their assigned teachers. This support is informed by multiple data sources, including ELPAC assessment results, classroom performance, and teacher observations**.** Instruction is differentiated to address each student's unique needs in reading, writing, speaking, and listening, ensuring they have access to grade-level content while building English language proficiency.	To monitor the effectiveness of these supports, SOUL regularly reviews case plans for each EL student, tracks progress on the ELPAC, and evaluates the school's reclassification rate as key indicators of student growth and program impact. Teachers and support staff collaborate closely to adjust strategies based on ongoing formative assessment and language development data.

Goal 3 Action 1	SOUL had a 59% graduation rate in 2023–24, placing the school in the Red performance level for Graduation Rate for all students, including Socioeconomically Disadvantaged and Hispanic students. Foster and homeless youth face additional barriers to academic success and require targeted, relationship-based interventions to support high school completion.	These schoolwide actions are designed to improve graduation outcomes through individualized, flexible, and trauma-informed supports. Foster and homeless youth are assigned case managers who provide consistent mentorship, track academic progress, assess living conditions, and connect students with essential wraparound services (e.g., food, shelter, referrals). All students benefit from flexible class schedules, small group instruction, tutoring, and postsecondary planning aligned with their individual needs. These interventions are tailored to support the most vulnerable students, while addressing common barriers that impact graduation schoolwide.	We will monitor progress in through the review of student case plans, attendance and engagement data, academic progress reports and post-secondary planning outcomes. Case managers document ongoing student check-ins and support services provided, and the school collects feedback from students and educational partners to further refine and improve support strategies.
Goal 3 Action 3	At SOUL, over 94% of students are identified as low-income, and many have experienced chronic academic disruption due to trauma, housing instability, inconsistent attendance, and limited access to basic resources. Foster and homeless youth face especially acute challenges that often result in disengagement from traditional academic pathways. By expanding access to meaningful career pathways, students can see a clear link between school and their future.	This schoolwide action expands Career and Technical Education (CTE) opportunities to increase engagement, promote skill development, and offer alternative pathways to postsecondary success. SOUL will offer paid internships through the EOC for students who complete CTE coursework, increase the variety and relevance of CTE course offerings, and renovate adjacent space to support lab-based instruction and hands-on learning. These actions are designed to create meaningful, career-aligned experiences that reconnect students to learning, provide a sense of purpose, and equip them with tangible skills for the workforce or further training.	CTE course enrollment and completion, internship participation data, student surveys on career interest and relevance, usage of renovated CTE labs, and re-engagement indicators (attendance, course completion, case manager notes).

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
N/A	N/A	N/A	N/A

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.

N/A

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.

School of Unlimited Learning (SOUL) is a single school LEA with a greater than 55% unduplicated pupil population that will use the additional concentration grant add-on to increase the number of staff providing direct services to students through the following action:

Goal 3, Action 3.1: Develop post-secondary plan. To support all students in preparing for life after high school, particularly those facing greater barriers such as foster and homeless youth, each student will work with assigned staff or case managers to develop a personalized post-secondary plan focused on college, career, or vocational pathways

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	Not applicable for charter schools.	Not applicable for charter schools.
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable for charter schools.	Not applicable for charter schools.

25-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 3,556,799.00	$ 2,794,059.10

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	Intervention Supports	No	$ 1,853,287	$ 902,497
1	2	Technology Supports	No	$ 284,400	$ 244,658
1	3	Professional Development (PD) and Coaching to Support English Language Development	Yes	$ 467,885	$ 386,161
2	1	Increased Parent Supports and Communications	No	$ 35,000	$ 165,186
2	2	Community Engagement Opportunities for Students	No	$ 35,000	$ 158,329
2	3	Educational Partner Feedback	No	$ 8,250	$ 24,000
3	1	Develop Post Secondary Plan	Yes	$ 527,295	$ 352,223
3	2	Flexibility in scheduling	No	$ 134,356	$ 191,493
3	3	Expansion of CTE courses	Yes	$ 211,326	$ 369,513

25-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 860,249	$ 902,447	$ 1,107,897	$ (205,450)	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	3	Professional Development (PD) and Coaching to Support English Language Development	Yes	$ 211,882	$ 386,160.78	0.000%	0.000%
3	1	Develop Post Secondary Plan	Yes	$ 527,295	$ 352,223.05	0.000%	0.000%
3	3	Expansion of CTE courses	Yes	$ 163,270	$ 369,513.15	0.000%	0.000%

25-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 2,105,384	$ 860,249	0.000%	40.859%	$ 1,107,897	0.000%	52.622%	$0.00 - No Carryover	0.00% - No Carryover

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	$ 3,384,260	$ 982,508	29.03%	0.000%	29.03%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,792,053	$ 250,494	$ 5,000	$ 509,252	$ 3,556,799.00	$ 2,335,214	$ 1,221,585

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	Intervention Supports	All	No	Schoolwide	All	All Schools	Ongoing	$ 1,661,956	$ 191,331	$ 1,671,956	$ 10,000	$ -	$ 171,331	$ 1,853,287	0.000%
1	2	Technology Supports	All	Yes	Schoolwide	All	All Schools	Ongoing		$ 284,400	$ 164,400	$ 120,000	$ -	$ -	$ 284,400	0.000%
1	3	Professional Development (PD) and Coaching to Support English Language Development	All	Yes	Schoolwide	English Learners and Low-Income	All Schools	Ongoing	$ 145,963	$ 321,922	$ 211,882	$ 100,000	$ -	$ 156,003	$ 467,885	0.000%
2	1	Increased Parent Supports and Communications	All	No	Schoolwide	N/A	All Schools	Ongoing	$ -	$ 35,000	$ 35,000	$ -	$ -	$ -	$ 35,000	0.000%
2	2	Community Engagement Opportunities for Students	All	No	Schoolwide	All	All Schools	Ongoing	$ -	$ 35,000	$ 10,000	$ 10,000	$ 5,000	$ 10,000	$ 35,000	0.000%
2	3	Educational Partner Feedback	All	No	Schoolwide	N/A	All Schools	Ongoing	$ -	$ 8,250	$ 8,250	$ -	$ -	$ -	$ 8,250	0.000%
3	1	Develop Post Secondary Plan	All	Yes	Schoolwide	English Learners and Low-Income	All Schools	Ongoing	$ 527,295	$ -	$ 527,295	$ -	$ -	$ -	$ 527,295	0.000%
3	2	Flexibility in scheduling	All	No	Schoolwide	All	All Schools	Ongoing	$ -	$ 134,356	$ -	$ -	$ -	$ 134,356	$ 134,356	0.000%
3	3	Expansion of CTE courses	All	Yes	Schoolwide	English Learners and Low-Income	All Schools	Ongoing	$ -	$ 211,326	$ 163,270	$ 10,494	$ -	$ 37,562	$ 211,326	0.000%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 3,384,260	$ 982,508	29.03%	0.000%	29.032%	$ 1,066,847	0.000%	31.52%	**Total:**	$ 1,066,847
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 1,066,847

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	Intervention Supports	No	Schoolwide		All Schools	$ -	0.000%
1	2	Technology Supports	Yes	Schoolwide	All	All Schools	$ 164,400	0.000%
1	3	Professional Development (PD) and Coachi	Yes	Schoolwide	English Learners and Low-Income	All Schools	$ 211,882	0.000%
2	1	Increased Parent Supports and Communica	No	Schoolwide		All Schools	$ -	0.000%
2	2	Community Engagement Opportunities for S	No	Schoolwide		All Schools	$ -	0.000%
2	3	Educational Partner Feedback	No	Schoolwide		All Schools	$ -	0.000%
3	1	Develop Post Secondary Plan	Yes	Schoolwide	English Learners and Low-Income	All Schools	$ 527,295	0.000%
3	2	Flexibility in scheduling	No	Schoolwide		All Schools	$ -	0.000%
3	3	Expansion of CTE courses	Yes	Schoolwide	English Learners and Low-Income	All Schools	$ 163,270	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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