



2026-2027

LCAP

Local Control & Accountability Plan

ADOPTION COPY



COMMUNITY
COMPASSION
RESPONSIBILITY



951-275-8820



Elementary Campus
3422 Rustin Ave
Riverside, 92507



Middle School Campus
5320 Victoria Ave
Riverside, 92506



reachroyals.org

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: REACH Leadership Academy

CDS Code: 33 67215 0126128

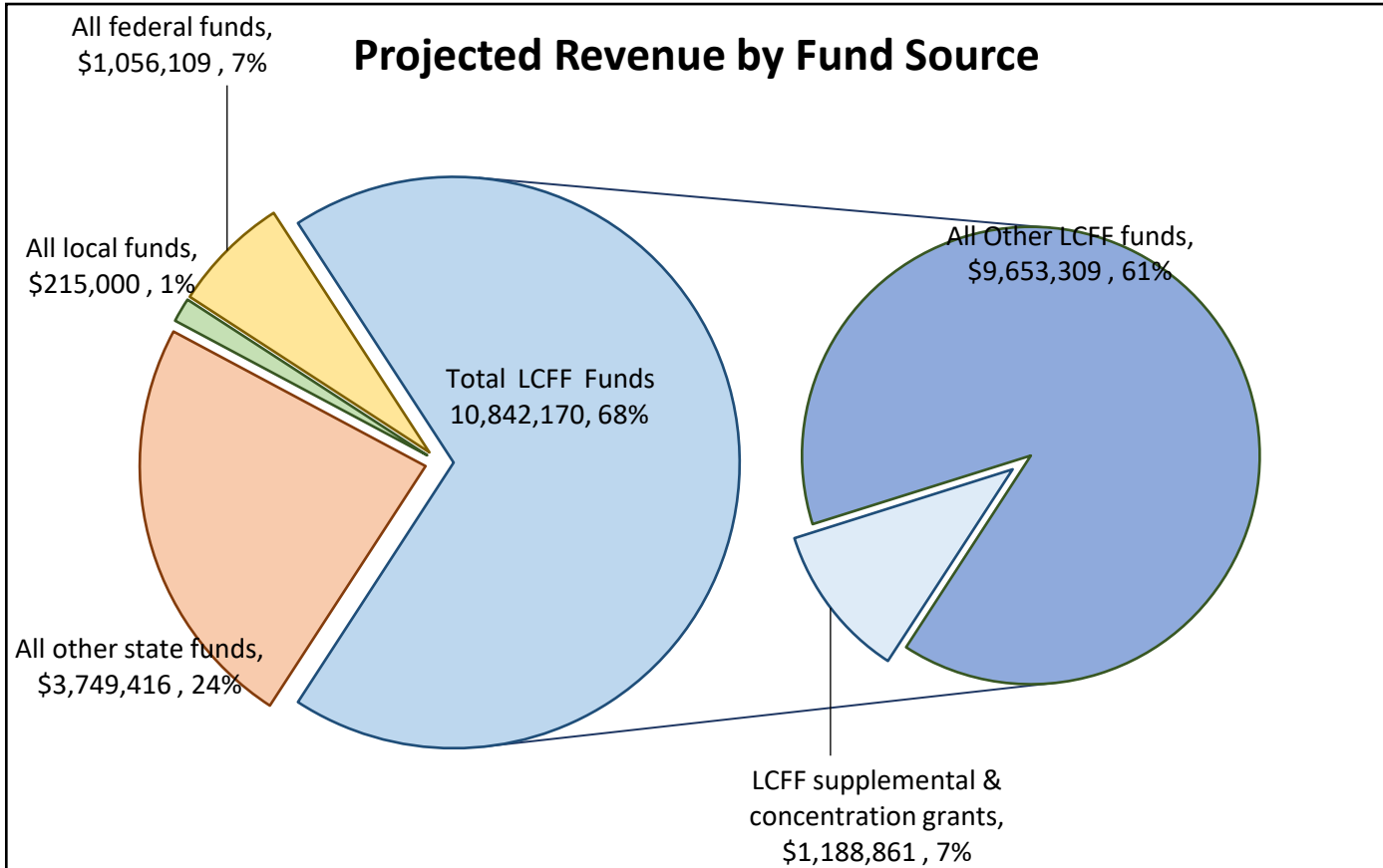
School Year: 2026-27

LEA contact information: Dr. Virgie Rentie, vrentie@reachroyals.org 951-275-8820

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

Budget Overview for the 2026-27 School Year

Projected Revenue by Fund Source

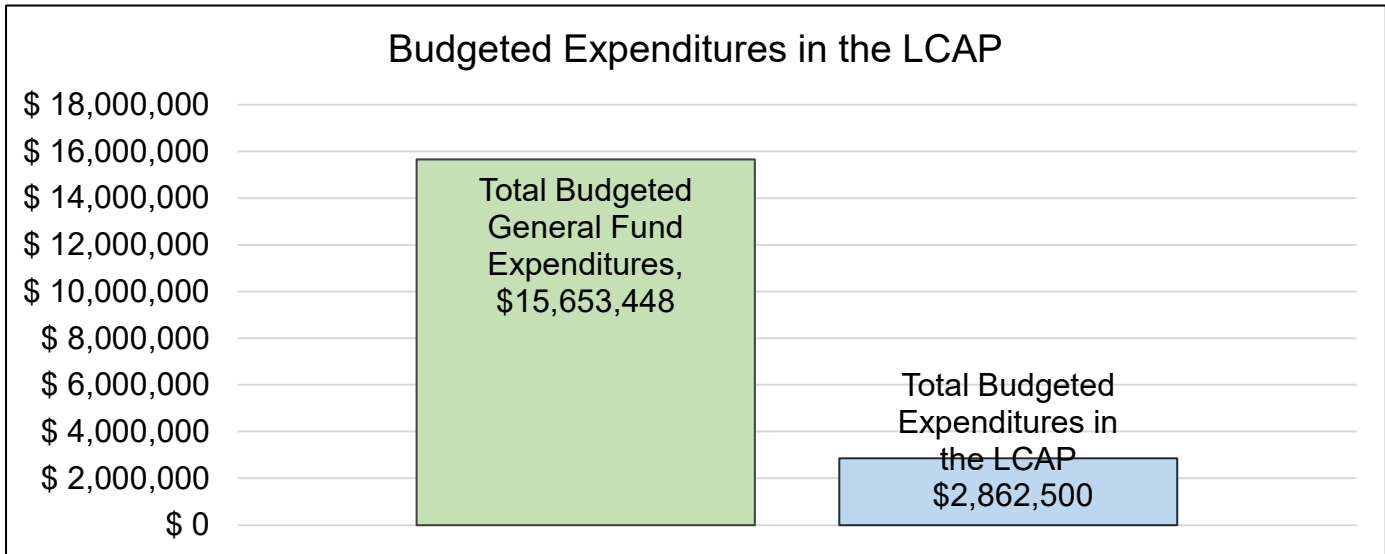


This chart shows the total general purpose revenue REACH Leadership Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for REACH Leadership Academy is \$15,862,694.66, of which \$10,842,169.80 is Local Control Funding Formula (LCFF), \$3,749,415.86 is other state funds, \$215,000.00 is local funds, and \$1,056,109.00 is federal funds. Of the \$10,842,169.80 in LCFF Funds, \$1,188,861.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: REACH Leadership Academy plans to spend \$15,653,447.69 for the 2026-27 school year. Of that amount, \$2,862,500.00 is tied to actions/services in the LCAP and \$12,790,947.69 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

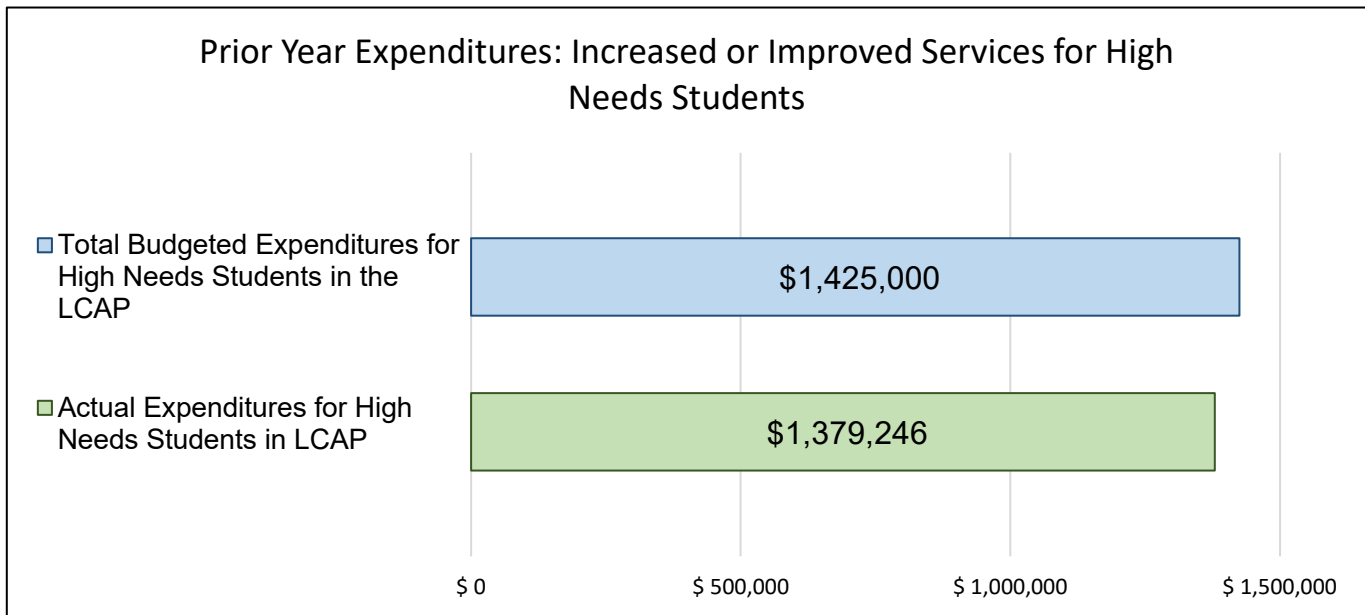
certificated salaries, additional classified salaries, benefits, books & supplies, contracts & services, capital outlay, other outgo, and support costs.

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

In 2026-27, REACH Leadership Academy is projecting it will receive \$1,188,861.00 based on the enrollment of foster youth, English learner, and low-income students. REACH Leadership Academy must describe how it intends to increase or improve services for high needs students in the LCAP. REACH Leadership Academy plans to spend \$1,250,000.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what REACH Leadership Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what REACH Leadership Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, REACH Leadership Academy's LCAP budgeted \$1,425,000.00 for planned actions to increase or improve services for high needs students. REACH Leadership Academy actually spent \$1,379,246.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of \$45,754.00 had the following impact on REACH Leadership Academy's ability to increase or improve services for high needs students:

All services were provided as planned. Enrollment of unduplicated students was less than projected, so less staff/materials were needed to provide increased services.

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
REACH Leadership STEAM Academy	Virgie Rentie Executive Director	vrentie@reachroyals.org 951-275-8820

Plan Summary 2026-27

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

REACH Leadership STEAM Academy is a college preparatory elementary school dedicated to bridging the socioeconomic, racial, and digital divide for underserved youth. Our dedicated and highly trained teaching staff are committed to preparing our students for success in college and equipping them to meet the demands of a global society. REACH is committed to developing confident, articulate leaders who will use their life experiences and education to create positive changes in their own lives and within their communities and beyond. Central to its mission is the unwavering belief that if given the proper tools, all students can succeed in school and in the most competitive colleges and universities. REACH believes that all students must be prepared for higher education and equipped with the skills and the choice to pursue it at the highest levels.

As a nurturing learning community, REACH cultivates and empowers global literate students who have the knowledge, critical thinking skills, and attitudes to become influential contributors in an ever-changing global society. REACH believes in a student-centered approach to learning that encourages all students to become compassionate, innovative, and intelligent thinkers who are knowledgeable about themselves and the world around them. To prepare students for success in competitive four-year colleges and universities, REACH has created a focused learning environment that cultivates students’ characters and academic skills. In line with the school’s mission is the underlying belief that one of the fundamental purposes of education is to empower and give back to the community. In order to do so, students must develop a sense of purpose that exceeds social and economic gain. Through intentional teaching, modeling, and reinforcement of strong character, REACH staff and students operate under the guiding principles of six core values: Leadership, Excellence, Responsibility, Resilience, Gratitude and Service.

In 2025, based on parent feedback that they wanted their children to be able to continue at REACH past sixth grade, the school expanded from serving TK-6th graders to serve 7th graders as well. A little over 57% of the students enrolled in our program are considered socioeconomically disadvantaged, 7% are English Learners, 11% qualify for Special Education services, just over half are of Hispanic or Latino origin, 16% are African American (exceeding district and state enrollment), 14% are considered White, with a growing Asian population of over 4% and students identifying as Two or More Races at 7%.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for REACH Leadership STEAM Academy which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on three goals: 1) The school will close the achievement gap for underperforming, underrepresented, and underserved students, and support all students in achieving mastery of the state standards; 2) the school will be a safe and welcoming environment for students, families, and staff; 3) By 2027, the school will increase its attendance rate to 96% and will reduce the absentee rate for African American scholars by 12% through culturally relevant practices that promote and foster connectedness, trusting relationships, parent engagement and buy-in.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the parent advisory council which will include parents of English Learners. The parent advisory council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of REACH based on student achievement data to include SBAC, ELPAC, and interim assessment data, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

The school is not eligible for Equity Multiplier Funding.

Reflections: Annual Performance

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

REACH Leadership STEAM Academy is rated one of the Best Charter Schools and one of the Best Public Schools in California by the U.S. News & World Report for 2025. For three years in a row REACH has outperformed the state on the CA Dashboard schoolwide and for the majority of student groups. We are incredibly proud of the demonstrated success of our scholars, teachers, and staff.

State Indicators

SBAC ELA status rated 'Green' on the 2025 CA Dashboard with an overall student average of 4 points below standard. All student subgroups either increased or maintained their scores, except the Students with Disabilities subgroup whose scores decreased 9.2 points.

REACH STEAM Leadership Academy demonstrated significant improvement in English Language Arts outcomes for African American scholars. State test data showed African American scholar ELA proficiency increasing from 27% at the 2022–23 baseline to 46%. This improvement was attributed to a multifaceted approach that included APAC engagement, tutoring efforts, targeted attendance initiatives, data use, interim assessments, ELD supports, and consistent monitoring of scholar progress.

SBAC Math status rated ‘Orange’ with an overall student average of -28.2 points from standard. Most subgroups maintained or increased their scores from last year with the exception of the Students with Disabilities subgroup scores which decreased 18 points. Mathematics is identified as a priority area for the upcoming year. After a significant focus on ELA over the past two years, the school will shift instructional focus toward math beginning in the summer. Math professional development and coaching will be the primary strategies used to improve math outcomes.

The 2025 CA Dashboard rated Chronic Absenteeism ‘Yellow’ with an 18.8% chronic absence rate (a 9% decrease from 2022-23). By maintaining a strong school culture with adequate support for students, the school expects this downward trend to continue. The school will continue with the Goal 3 actions to increase attendance. The school will continue attendance incentives next year with improved consistency, a published calendar, newsletter communication, and ParentSquare updates.

The 2025 CA Dashboard rated Suspension ‘Yellow’ with 3.1% of students suspended at least one day. However, the Students with Disabilities subgroup received a ‘Red’ indicator with a 7.9% suspension rate.

Local Indicators

All state-mandated local indicator requirements were met.

Lowest Performing Indicator and Student Groups from the 2023 CA Dashboard (required to remain in LCAP for 3-Year cycle)

The Students with Disabilities subgroup rated ‘Red’ on the 2023 CA Dashboard for ELA. In 2024, this group’s ELA scores increased 20.8 points indicating the Data Driven instruction, Special Education, and Intervention actions were showing effectiveness for this subgroup. However, scores dipped 9.2 points in 2025 indicating there is still work to be done to support this subgroup.

The White and African American student subgroups Chronic Absenteeism status rated ‘Red’ on the 2023 CA Dashboard. In the Goal 3, School Attendance Review Team action, the LEA seeks to increase its attendance rate to 96% and will reduce the absentee rate for African American and White scholars by 12% by offering support through its School Attendance Review Team (SART). Funding includes: (1) 1 full-time employee (2) Family Outreach which includes: education/communication around the importance of attendance, bus passes, counseling, and clothing/supplies for families in need.

Learning Recovery Emergency Block Grant (LREBG)

REACH has \$74,832 in LREBG funds for the 2026-27 school year. These funds will be used to partially fund Goal 1, Action 9 Intervention to provide additional staff for specialized support for students with special needs to remove other barriers to learning.

The needs assessment conducted in 2025-26 indicated that additional staff is needed to meet the unique needs of some of our students with disabilities to ensure they can make progress towards both their IEP goals and mastery of grade level standards. Metrics 1.2 and 1.4 CAASPP ELA and Mathematics: % Met/Exceeded the Standard for students with disabilities will be used to monitor the effectiveness of this action.

Reflections: Technical Assistance

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

REACH Leadership STEAM Academy has been identified for Differentiated Assistance based on data from the 2024 and 2025 CA Dashboards. The school qualified based on the 2024 CA Dashboard Red level designation for the African American student subgroup and the Students with Disabilities subgroup for Chronic Absenteeism and Suspension.

The school qualified based on the 2025 CA Dashboard Red level indicators for the Students with Disabilities subgroup English Language Arts, Mathematics, and Suspension rate.

To address the ongoing areas of need for the Students with Disabilities subgroup, the school has increased staffing to support the students with the greatest needs.

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.

REACH Leadership STEAM Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents, Teachers, administrators, and other school personnel	Parents, Teachers, administrators, and other school personnel participate in the following advisory committees that meet regularly throughout the year and feedback was solicited at these meetings: School Site Council (2/26, 4/23 & 5/28/26), English Learner Advisory Council, African American Parent Advisory Council (5/21/26), Budget Forum (11/6/25, 5/14/26). Parents, teachers, administrators, and other school personnel also participate in an annual climate survey to provide feedback in areas such as academics, social-emotional needs, school climate, school communication, and parent engagement.
Students	Students in grades 5 and 6 participate in an annual climate survey to provide feedback pertaining to their instructional and social experience on campus. Middle school students provide feedback to their classroom teachers and the teachers relay the information to administration.
SELPA	The school consults with the SELPA throughout the year to support students with disabilities.
Members of the Community	The school presented the Mid-Year LCAP update to the board on February 26, 2026. The school held a public hearing and the governing board approved the LCAP at the June 2026 board meeting.

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

The LEA values any and all feedback provided by educational partners. Feedback is solicited in numerous ways, including the LCAP survey, parent climate survey, and student climate survey. Suggestions provided by our families and scholars are considered when developing and updating our LCAP goals. See Goal 3 Analysis for SSC feedback on the implementation of attendance incentives.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	The school will close the achievement gap for underperforming, underrepresented, and underserved scholars, and shall support all scholars in achieving mastery of the state standards by ensuring scholars are engaged in rigorous, culturally responsive instruction that aligns to the California State Standards.	Broad

State Priorities addressed by this goal.

This is a Broad goal addressing Priority 1 Basic Services, Priority 2 Implementation of Standards, Priority 4 Pupil Outcomes, Priority 7 Broad Course of Study, and Priority 8 Other Pupil Outcomes.

An explanation of why the LEA has developed this goal.

REACH Leadership STEAM Academy has developed this goal to close the achievement gap because underserved students deserve all possible supportive measures so that they have the opportunity to succeed academically. If the school provides a standards-aligned curriculum, the percentage of students with access to a broad course of study and standards-aligned curriculum and the level of adoption of state standards will increase. If the school implements a structured language acquisition program for English learners, the EL reclassification rate and percentage of English learners improving on the ELPAC will increase. If the school provides targeted support for African American students, engages students in STEAM and project based learning, utilizes assessment data to inform instruction, provides appropriate supports to students with disabilities, and implements a multi-tiered system of academic supports, students will meet or exceed standards for CAASPP ELA, Math and the CA Science exam. Finally, if the school provides professional development for all staff the more credentialed teachers will be retained and the level of adoption of academic standards will increase.

The largest impact of COVID19 is seen in overall performance in Mathematics. Increased services for underperforming, unduplicated students are intended to mitigate the learning loss in reading and math overall. In order to reach the charter school’s goals of closing the achievement gap for underperforming, underrepresented, and underserved students, and support all students in achieving mastery of the state standards, the school must hire the best teacher candidates possible, support teacher growth and development, and ensure that students have the materials, technology, and scaffolded support that is needed to make adequate growth towards their personal growth goals. In order to achieve stated goals, the LEA has increased the number of classified staff providing direct services to students and the number of certified staff providing direct services to students. The direct services include small group, leveled instruction, test proctoring, administration of assessments, coaching. teaching and lesson creation. Instruction is dictated by current assessment results and adjusted based on missing skills. Students are taught at his or her individual skill level in small groups or 1:1 settings in order to meet individual needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of total teachers and EL teachers credentialed and appropriately assigned Data Source: SARC	2021-22: 88%	2022-23 92%	2023-24 100%	98%	+12
1.2	CAASPP ELA: % Met/Exceeded the Standard for all students and all numerically significant subgroups Data Source: Dataquest	2022-23 All: 46% SED: 38% EL: 20% SWD: 13% Afr.Am: 27% Hisp: 49% White: 61% TOM Races: 53%	2023-24 All: 47% SED: 38% EL: 20% SWD: 13% Afr.Am: 31% Asian: 81% Hisp: 49% White: 62% TOM Races: 55%	2024-25 All: 50% SED: 45% EL: 22% SWD: 14% Afr.Am: 46% Asian: - - Hisp: 46% White: 67% TOM Races: 50%	55%	All: +4 SED: +7 EL: +2 SWD: +1 Afr.Am: +19 Hisp: -3 White: +6 TOM Races: -3
1.3	% growth in Math for African American students on the SBAC Data Source: Dataquest	2022-23: 25.32%	Increased 1 percentage point from the previous year.	2024-25: 24.7% No increase from baseline	3% Increase Annually	Maintained

1.4	CAASPP Math: % Met/Exceeded the Standard for all students and all numerically significant subgroups Data Source: Dataquest	2022-23 All: 41% SED: 38% EL: 22% SWD: 20% Afr.Am: 25% Hisp: 47% White: 66% TOM Races: 44%	2023-24 All: 40% SED: 31% EL: 11% SWD: 18% Afr.Am: 26% Asian: 75% Hisp: 37% White: 57% TOM Races: 53%	2024-25 All: 39% SED: 35% EL: 17% SWD: 13% Afr.Am: 25% Asian: - - Hisp: 37% White: 58% TOM Races: 45%	50%	All: -2 SED: -3 EL: -5 SWD: -7 Afr.Am: 0 Hisp: -10 White: -8 TOM Races: +1
1.5	CA Science Test (CAST): % Met/Exceeded the Standard for all students and all numerically significant subgroups Data Source: Dataquest	2022-23 All: 45% SED: 31% SWD: 8% Afr.Am: 35% Hisp: 42% White: 55%	2023-24 All: 37% SED: 27% SWD: 7% Afr.Am: 32% Hisp: 43%	2024-25 All: 33% SED: 27% SWD: 0% Afr.Am: 6% Hisp: 28%	55%	All: -12 SED: -4 SWD: -8 Afr.Am: -29 Hisp: -14
1.6	EL reclassification rate Data Source: CALPADS	2022-23: 23%	2023-24: 4%	2024-25: 33%	10% Increase by Year 3	+10
1.7	% of English learners improving on ELPAC Data Source: CA Dashboard	2022-23: 59.3%	2023-24: 42.3%	2024-25: 56.3%	65%	-3

1.8	% of students with access to their own copies of standards-aligned instructional materials for use at school and at home Data Source: SARC	2023-24: 100%	2024-25: 100%	2025-26: 100%	100%	Maintained
1.9	% of students that have access to and are enrolled in a broad course of study including students with exceptional needs Data Source: Local Indicators	2023-24: 100%	2024-25: 100%	2025-26: 100%	100%	Maintained
1.10	Level of Implementation of state adopted academic standards Data Source: Local Indicators	2023 CA Dashboard: Full Implementation	2024 CA Dashboard: Full Implementation	2025 CA Dashboard: Full Implementation	Full Implementation	Maintained

Goal Analysis for 2025-26

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

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

REACH STEAM Leadership Academy implemented Goal 1 through a broad academic improvement strategy designed to close achievement gaps and support all scholars in mastering state standards. A major success was the improvement in African American scholar ELA proficiency, which increased from 27% at baseline to 46%. Leadership attributed this growth to AAPAC engagement, tutoring, targeted attendance initiatives, data use, and interim assessments that helped monitor scholar progress and identify needs.

The school also maintained English Learner supports and ELAC meetings throughout the year, contributing to a more comprehensive system for underrepresented and underserved scholars. These supports aligned with the goal's focus on rigorous, culturally responsive instruction and targeted academic intervention.

High-quality STEAM and project-based learning were also significant areas of success. Leadership described the school's STEAM initiatives as comprehensive this year, with a dedicated music teacher and art teacher serving all scholars. The STEAM Expo project-based activity was ongoing, with a schoolwide exhibit planned for the end of May. Participation in countywide events such as the science fair and spelling bee also provided enrichment opportunities for scholars performing at or above grade level.

A continuing challenge is providing deeper enrichment activities for scholars performing above grade level. Leadership noted that the school has bright scholars whose needs require additional focus. Teacher retention was also identified as an ongoing concern, although current indicators show 100% of teachers returning, supported by a strengthened coaching model and additional planning time.

Looking ahead, the school will shift instructional focus toward mathematics after a heavy emphasis on ELA over the past two years. Math professional development and coaching will be prioritized beginning in the summer to improve math performance.

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

Action 1 Curriculum and Instructional Materials and Action 5 Enrichment for Scholars At or Above Grade Level budgeted expenditures were greater than estimated actuals due to an increase in curriculum purchases and art supply expenses.

Action 8 Special Education budgeted expenditures were less than estimated actuals due to a decrease between projected vs actual 2025-26 enrollment of students with disabilities.

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

The Curriculum and Instructional Materials action is effective with 100% of students with access to their own copies of standards-aligned instructional materials for use at school and at home.

The English Learner Supports action is demonstrating effectiveness with 56% of English learners improving on ELPAC in 2024-25 and an EL reclassification rate of 33%.

The African American Student Outcomes Support action is showing a high level of effectiveness in English Language Arts achievement with a 19 percentage point increase for African American students meeting/exceeding standards on the CAASPP ELA Assessment. The action is not showing effectiveness with regard to math achievement with the percentage of African American students meeting/exceeding standards maintaining at the same level for the past two years.

Similarly, the High Quality STEAM and PBL Instruction, Instruction Driven by Data, and Intervention actions are showing some effectiveness with a maintenance of the percentage of students meeting/exceeding standards in ELA (+4) and Math (-2). These actions are not showing effectiveness with regard to science achievement with a 12 percentage point decrease in the percentage of students meeting/exceeding standards on the 2025 CA Science Test (CAST).

The Enrichment for Scholars At or Above Grade Level is effective with 100% of students enrolled in a broad course of study.

The Special Education action is effective at ensuring all students with disabilities receive the services outlined in their IEPs, but this group did not show much academic growth on the ELA (+1) or Math (-12) CAASPP assessments in 2024-25.

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.

There are no changes planned to the goal, actions, metrics, or target outcomes for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Curriculum and Instructional Materials	The LEA seeks to close the achievement gap by adopting and purchasing a culturally relevant Social Studies curriculum to acknowledge and teach different cultures, not just the dominant culture of a society, and encourages intercultural understanding. Funding includes: (1) Culturally relevant Social Studies curriculum	\$ 135,000	No
1.2	English Learner Supports	The LEA seeks to close the achievement gap by increasing language proficiency levels (listening, speaking, writing, reading) and overall student proficiency levels for scholars learning English as a second language. Funding includes: (1) Dedicated ELD coordinator, (2) Curriculum and materials (3) Funding to support parent engagement via free child care and dinners in order to attend meetings on campus	\$ 200,000	Yes
1.3	African American Student Outcomes Support	The LEA seeks to close the achievement gap by increasing academic performance amongst African American scholars in ELA and Math. Funding Includes: (1) A dedicated AAPAC Coordinator (2) Funding to support parent engagement via free child care and dinners in order to attend meetings on campus, and (3) After school tutoring. By increasing parent involvement, awareness and access to school resources and supports, the LEA believes that the goal to increase African American academic achievement in both reading and math can be achieved.	\$ 145,000	Yes

1.4	High Quality STEAM and PBL Instruction	The LEA seeks to close the achievement gap by engaging scholars in STEM and Project-based learning activities to promote life-long learners and enhance critical thinking and problem solving skills. Funding includes: (1) STEAM & Project Based Learning Curriculum, Materials and Supports: Continue towards full-implementation of Next Generation Science Standards (NGSS). STEAM and project-based activities are some of the most engaging learning activities that are available to scholars. As scholars engage in activities that require cooperative learning, critical thinking skills and discourse with peers, every child benefits and learning is enhanced across all disciplines.	\$ 210,000	No
1.5	Enrichment for Scholars At or Above Grade Level	The LEA seeks to close the achievement gap by implementing additional enrichment opportunities for scholars who are at or above grade level. Funding Includes: (1) AVID in grades 4-7 with Advanced ELA and Math classes (2) Foreign languages: Spanish and Mandarin (3) Leadership, and (4) Coding and Robotics.	\$ 200,000	No
1.6	Instruction Driven by Data	The LEA seeks to close the achievement gap by using ongoing assessment data to inform instruction and support individual scholar learning. Funding includes: (1) Professional Development (2) Biweekly Data Meetings: Staffing, and (3) Materials. As teachers and administrators do a deep dive into data, teachers are better able to measure the effectiveness of their teaching and administrators can measure the effectiveness of its program. Data analysis helps to drive instruction as teachers use the information to adjust teaching practices, form small groups, and other research based strategies to plug missing skills.	\$ 105,000	Yes
1.7	Professional Development	The LEA seeks to close the achievement gap by offering ongoing professional development for teachers and support staff. Funding includes: (1) Summer and ongoing training, and (2) Materials Professional development for teachers and support staff allows teachers to expand their skills and knowledge and grow as educators. Professional development allows teachers to hone their craft and become more effective in what they do in a field that is constantly changing.	\$ 105,000	Yes
1.8	Special Education	The LEA seeks to close the achievement gap by including additional supports for our scholars in special education. Funding includes: (1) Behavior Interventionist (BI) support The Behavior Interventionists work collaboratively with the scholar's educational team to develop and implement intervention strategies (positive behavior supports) for the classroom and within the school environment that allows the scholars to integrate behaviorally into the school setting successfully.	\$ 290,000	No

1.9	Intervention (LREBG)	The LEA seeks to close the achievement gap by offering additional supports for scholars. Funding includes: (1) Staffing: The LEA staffs each grade level with an interventionist that serves the scholars within the designated grade level. When scholars may be struggling in ELA and/or Math, interventionists are available to address the academic needs and provide additional support within the classroom. LREBG partially funded action (\$74,832) Metrics 1.2 and 1.4 ELA and Math CAASPP: Percentage of students meeting/exceeding standard for students with disabilities will be used to determine the effectiveness of this action.	\$ 320,000	Yes
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Goal 2

Goal #	Description	Type of Goal
2	The school will be a safe and welcoming environment for scholars, families, and staff by fostering a school atmosphere that is inclusive, promotes parent involvement, and emphasizes joy and engagement. As a result, suspension rates will decrease to 1% or less and parent and scholar satisfaction rates will increase to 95% or higher.	Broad

State Priorities addressed by this goal.

Priority 1 Basic Services (Facilities) Priority 3 Parent Engagement, Priority 5 Pupil Engagement, Priority 6 School Climate

An explanation of why the LEA has developed this goal.

REACH Leadership STEAM Academy has developed this goal to establish a safe and welcoming environment for students, families and staff alike because student well-being is highly correlated to overall achievement. If the school provides increased student activities and field trips, investments in attendance support, Positive Behavior Intervention and Supports (PBIS), and mental health support, the chronic absenteeism, suspension, expulsion, student survey data and attendance rates will improve. If the school provides increased family engagement opportunities, the parent survey results will improve. Finally if the school invests in safe and clean facilities, overall perceptions of school safety will increase and the facilities will be in good repair.

As a school of choice, parents vote every day when they choose to drop their child off at school. Parent and student perception and satisfaction rates determine the long-term viability of the school and determine how parents choose to engage with the school daily. And because REACH is a commuter school, its attendance rate tends to trend lower than that of surrounding school districts making attendance and overall stakeholder satisfaction goals vital to the school's overall success. In order to reach its mission of closing the achievement gap for underserved youth, the LEA needs all students in attendance. A schoolwide attendance and school culture focus is vital as there is a correlation between school attendance and academic achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Suspension Rate Data Source: Dataquest	2022-23: 1.5%	2023-24: 3.5%	2024-25: 3.2%	1%	+1.7
2.2	Expulsion Rate Data Source: Dataquest	2022-23 0%	2023-24: 0%	2024-25: 0%	0%	Maintained
2.3	Student survey: % of students who respond positively regarding school connectedness Data Source: Local Measure	2023-24: 87%	2024-25: 87%	2025-26: 84%	85%	-3
2.4	Student survey: % of students with a positive response to school safety Data Source: Local Measure	2023-24: 88%	2024-25: 82%	2025-26: 85%	95%	-3
2.5	Parent survey: % of respondents with positive responses to school safety questions Data Source: Local Measure	2023-24: 89%	2024-25: 94%	2025-26: 94%	95%	+5
2.6	Parent survey: % of respondents who respond positively regarding school connectedness Data Source: Local Measure	2023-24: 87%	2024-25: 89%	2025-26: 90%	95%	+3

2.7	# of families responding to annual survey Data Source: Local Measure	2023-24: 202	2024-25: 249	2025-26: 115 responses to climate survey 274 responses to LCAP survey	Increase by 10% annually	-87
2.8	Facilities Condition Source: SARC	2023-24: Exemplary	2024-25: Good	2025-26: Good	Excellent	Maintained

Goal Analysis for 2025-26

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

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

All actions have been successfully implemented as planned.

REACH STEAM Leadership Academy implemented Goal 2 through multiple systems intended to create a safe, welcoming, inclusive, joyful, and engaging school environment for scholars, families, and staff. Mental health supports and additional BI support were fully implemented and highly beneficial. Restorative justice practices, field trips, and Sports Academy also occurred as planned, contributing to scholar engagement and school connectedness.

Family engagement was a major success. AAPAC and School Site Council meetings were consistent and well attended throughout the year. AAPAC engagement was described as the most successful it has been in recent years, reaching families who had previously been difficult to engage. Family lunches hosted twice a year were also extremely well received.

ELOP initiatives and after-school activities funded through supplemental and LCFF funds were also implemented successfully. These activities supported scholar engagement and provided additional opportunities for connection, enrichment, and joy beyond the regular school day.

A continuing challenge is broader implementation of restorative practices across all staff. Leadership noted that restorative practices have been beneficial, especially in middle school, but that broader training is needed. Many restorative practice challenges occur during unstructured times such as PE and recess, where non-classroom staff interact with scholars. Expanding restorative practices training to all staff will help ensure consistency across settings and reduce conflicts before they escalate.

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 4 Mental Health Support budgeted expenditures were greater than estimated actuals due to an increase in costs to provide these services.

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

The Provide Clean and Safe School Facilities action has been effective as evidenced by a good rating on the most recent facility inspection report.

The Student Activities and Field Trips has been effective as evidenced by student survey results showing 84% of students feel connected to the school community.

The Restorative Justice Practices (RJP) and Mental Health Support actions were not effective in 2024-25 with a suspension rate of 3.2%. 2025 survey results show that 85% of students feel the school is safe, and 94% of parents feel the school is safe.

The Family Engagement and Communication and Family Events actions are demonstrating effectiveness with 90% of parents who respond positively regarding school connectedness and 115 families responding to the family survey.

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.

There are no changes planned to the goal, actions, metrics, or target outcomes for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Provide Clean and Safe School Facilities	The LEA seeks to provide a safe and welcoming environment for scholars, families, and staff by providing a campus that is safe and clean. Funding includes: (1) Extra custodial staffing, and (2) Additional event safety	\$ 260,000	No
2.2	Student Activities and Field Trips	The LEA seeks to provide a safe and welcoming environment for scholars, families, and staff by incorporating scholar activities and field trips that scholars can enjoy. Funding includes: (1) Field trip buses (2) Offset costs of field trips, and (3) Offset costs for Sports Academy	\$ 120,000	No

2.3	Restorative Justice Practices (RJP)	The LEA seeks to provide a safe and welcoming environment for scholars, families, and staff by enforcing school rules and offering restorative justice practices for all scholars. Funding includes: (1) Staffing and Materials. Restorative practices focus on resolving conflict, repairing harm, and healing relationships. They support a positive and safe school climate, help prevent bullying, and reduce disciplinary incidents.	\$ 165,000	Yes
2.4	Mental Health Support	The LEA seeks to provide a safe and welcoming environment for scholars, families, and staff by offering additional social-emotional supports. Funding includes: (1) Counseling services, and (2) Behavior interventionist (BI) supervision and training. Social-emotional learning (SEL) provides a foundation for safe and positive learning, and enhances scholars' ability to succeed in school. Our LEA has a full-time Counselor on site who provides the social-emotional supports needed for the special education and general education population. Behavior interventionist supports are offered to our scholars within special education. The behavior interventionists provide our special education population of scholars with the tools and strategies needed to be successful while in school.	\$ 130,000	Yes
2.5	Family Engagement and Communication	The LEA seeks to provide a safe and welcoming environment for scholars, families, and staff by communicating effectively regarding special events, announcements and important information. Funding includes: (1) Communications (2) Software costs (ParentSquare, Class Dojo), and (3) Staffing. Communication is effective in helping to create a good and safe environment for scholars to learn. When scholars feel comfortable, they are more likely to be focused and motivated while in school. Effective communication between the school and families establishes a relationship of respect between all parties.	\$ 220,000	Yes
2.6	Family Events	The LEA seeks to provide a safe and welcoming environment for scholars, families, and staff by creating opportunities for families to engage in their child's learning and actively participate in events within the school community. Funding includes: (1) Evening events (Math night, Meet & Greet, etc.) (2) ELAC, LCAP, SSC, and other meetings, and (3) Fundraisers (Spring Performance, Jog-A-Thon).	\$ 65,000	Yes

Goal 3

Goal #	Description	Type of Goal
3	By 2027, the school will increase its attendance rate to 96% and will reduce the absentee rate for African American scholars by 12% through culturally relevant practices that promote and foster connectedness, trusting relationships, parent engagement and buy-in.	Focus

State Priorities addressed by this goal.

Priority 5 Pupil Engagement

An explanation of why the LEA has developed this goal.

REACH Leadership STEAM Academy has developed this goal because student attendance is highly correlated to overall achievement. If the school provides increased attendance incentives, investments in attendance support the chronic absenteeism and attendance rates will improve.

Finally if the school invests in improving the overall chronic absenteeism rate for African American students, the overall performance for this subgroup on state tests and academic achievement in English Language Arts and Math should increase.

As a school of choice, parents vote every day when they choose to drop their child off at school. And because REACH is a commuter school, its attendance rate tends to trend lower than that of surrounding school districts making attendance and overall stakeholder satisfaction goals vital to the school's overall success. In order to reach its mission of closing the achievement gap for underserved youth, the LEA needs all students in attendance. A schoolwide attendance and school culture focus is vital as there is a correlation between school attendance and academic achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Average Daily Attendance Rate Data Source: CALPADS	2023-24: 93%	2024-25: 93.8%	2025-26: 94.4%	96%	+1.4
3.2	Chronic Absence Rate Data Source: CA Dashboard	2022-23: All students: 27.8% White: 25.6	2023-24: All Students 22.4% White 15.5%	2024-25: All Students 18.8% White 20%	20%	All: -9 White: -5.6
3.3	African American Chronic Absence Rate	2022-23: 25.8%	2023-24: 26.9%	2024-25: 20%	19%	-5.8

Goal Analysis for 2025-26

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

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

All actions have been successfully implemented as planned.

REACH STEAM Leadership Academy's attendance incentive programs were effective in improving attendance. Attendance rates were higher during incentive periods and that perfect attendance numbers increased this year, indicating that incentives are helping motivate scholars and families. Monthly drawings included gas gift cards, grocery gift cards, and Richella event tickets, and other raffles included items such as Chick-fil-A and Cane's gift cards.

The school also used attendance meetings, described in School Site Council feedback as support-focused rather than punitive. These meetings are led by the attendance lead and an administrator and are designed to ask families about barriers that may be preventing on-time or consistent attendance. Families are asked what obstacles exist and how the school can support them. Feedback indicated that REACH has created a supportive and comfortable environment where families often feel safe being honest about their needs.

A key area for growth is consistency in communicating and following through on incentives. Leadership noted that May incentives were not advertised as planned, and SSC feedback raised concern that some raffles may not have been completed or publicly followed through. The school plans to improve this by creating a calendar of planned drawings, publicizing incentives through the monthly newsletter and ParentSquare, and adding year-end recognition for scholars with perfect attendance across both campuses.

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

There were no material differences between budgeted expenditures and estimated actuals.

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

REACH made progress on Goal 3 with decreases in chronic absenteeism last year and daily attendance both last year and this year through attendance incentives, family incentives, SART/ART meetings, family services, and support-focused attendance conversations. Attendance incentives were effective and associated with higher attendance during incentive periods. However, communication and follow-through around family incentives were inconsistent, so next year the school will improve planning through a published calendar, newsletter updates, ParentSquare communication, year-end recognition, and family luncheons for perfect attendance.

The actions were more effective for White students with a 10.1 percentage point Chronic Absenteeism decrease to 15.5%. The actions are showing effectiveness for African American and White students with an almost 6 percentage point decrease for both groups over the past two years.

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.

There are no changes made to the planned goal, metrics, target outcomes or actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Attendance Incentives	The LEA seeks to increase its attendance rate to 96% by providing incentives each month and each trimester. Funding includes: (1) Monthly class incentives, and (2) Trimester awards and incentives	\$ 17,500	Yes
3.2	Family Incentives	The LEA seeks to increase its attendance rate to 96% and will reduce the absentee rate for African American scholars by 12% by incorporating family incentives. Funding includes: (1) Family attendance luncheon (2) End of the year perfect attendance assembly that includes trophies for scholars and gift cards for families.	\$ 5,000	Yes
3.3	School Attendance Review Team (SART)	The LEA seeks to increase its attendance rate to 96% and will reduce the absentee rate for African American and White scholars by 12% by offering support through its School Attendance Review Team (SART). Funding includes: (1) 1 full-time employee (2) Family Outreach which includes: education/communication around the importance of attendance, bus passes, counseling, and clothing/supplies for families in need.	\$ 105,000	Yes
3.4	Family Services and Supports	The LEA seeks to increase its attendance rate to 96% by providing family outreach to families in need. Funding includes: (1) Education/Communication (2) Bus passes (3) Counseling (4) Clothing & Supplies	\$ 65,000	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$ 1,188,861	\$28,689

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
12.32%	0%	\$0.00	12.32%

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 school wide 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
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1.3	Low income, foster youth, and African American students can benefit from after school tutoring to help close the achievement gap. Family engagement is vital in the success of student achievement.	The LEA seeks to close the achievement gap by increasing academic performance amongst African American scholars in ELA and Math. Funding Includes: (1) A dedicated AAPAC Coordinator (2) Funding to support parent engagement via free child care and dinners in order to attend meetings on campus, and (3) After school tutoring. By increasing parent involvement, awareness and access to school resources and supports, the LEA believes that the goal to increase African American academic achievement in both reading and math can be achieved.	1.2 & 1.4 CAASPP ELA and Math: % Met/Exceeded the Standard for Low income, foster youth, and African American students. 1.3 % growth in Math for African American students on the SBAC
1.6	Low income, foster youth, and English learners can benefit from teachers analyzing data and addressing gaps to drive their instruction. Small groups can be formed by analyzing data to target students who need additional supports.	The LEA seeks to close the achievement gap by using ongoing assessment data to inform instruction and support individual scholar learning. Funding includes: (1) Professional Development (2) Weekly Data Meetings: Staffing, and (3) Materials As teachers and administrators do a deep dive into data, teachers are better able to measure the effectiveness of their teaching and administrators can measure the effectiveness of its program. Data analysis helps to drive instruction as teachers use the information to adjust teaching practices, form small groups, and other research based strategies to plug missing skills.	1.2 & 1.4 CAASPP ELA and Math: % Met/Exceeded the Standard for Low income, foster youth, and English Learners. 1.3 % growth in Math for African American students on the SBAC
1.7	Low income, foster youth, and English Learners can benefit from having teachers/staff that receive ongoing training and professional development that will help them address the needs of students who need additional supports.	The LEA seeks to close the achievement gap by offering ongoing professional development for teachers and support staff. Funding includes: (1) Summer and ongoing training, and (2) Materials Professional development for teachers and support staff allows teachers to expand their skills and knowledge and grow as educators. Professional development allows teachers to hone their craft and become more effective in what they do in a field that is constantly changing.	1.2 & 1.4 CAASPP ELA and Math: % Met/Exceeded the Standard for Low income, foster youth, and English Learners. 1.3 % growth in Math for African American students on the SBAC

1.9	Low income, foster youth, and English Learners can benefit from being in small groups to help close gaps and help students progress in their academic goals.	The LEA seeks to close the achievement gap by offering additional supports for scholars. Funding includes: (1) The LEA staffs each grade level with an interventionist that serves the scholars within the designated grade level. When scholars may be struggling in ELA and/or Math, interventionists are available to address the academic needs and provide additional support within the classroom.	1.2 & 1.4 CAASPP ELA and Math: % Met/Exceeded the Standard for Low income, foster youth, and English Learners. 1.3 % growth in Math for African American students on the SBAC
2.2	Low income, foster youth, and English Learners can benefit from experiences outside of the school that they may not have access to often. Sports is another outlet for students to show achievement beyond the classroom.	The LEA seeks to provide a safe and welcoming environment for scholars, families, and staff by incorporating scholar activities and field trips that scholars can enjoy. Funding includes: (1) Field trip buses (2) Offset costs of field trips, and (3) Offset costs for school and sports uniforms.	2.1 & 2.2 Suspension & Expulsion Rates for Low income, foster youth, and English Learners
2.3	Low income, foster youth, and English Learners can benefit from learning the restorative practices that will help them resolve conflicts and form positive relationships on campus.	The LEA seeks to provide a safe and welcoming environment for scholars, families, and staff by enforcing school rules and offering restorative justice practices for all scholars. Funding includes: (1) Staffing and Materials. Restorative practices focus on resolving conflict, repairing harm, and healing relationships. They support a positive and safe school climate, help prevent bullying, and reduce disciplinary incidents.	2.1 Suspension Rate for Low income, foster youth, and English Learners
2.5	Low income, foster youth, and English Learners can benefit from their families being engaged in school activities, events, and the educational program. The home-school connection is vital for all students.	The LEA provides additional staffing and resources to foster a safe and welcoming environment for scholars, families, and staff by communicating effectively regarding special events, announcements and important information.	2.1 Suspension Rate for Low income, foster youth, and English Learners
2.6	Low income, foster youth, and English Learners can benefit from their families being engaged in school activities, events, and the educational program. The home-school connection is vital for all students.	The LEA provides additional resources to foster a safe and welcoming environment for scholars, families, and staff by creating opportunities for families to engage in their child's learning and actively participate in events within the school community.	2.6 Parent survey: % of respondents who respond positively regarding school connectedness

3.1, 3.2, 3.3, 3.4	Low income, foster youth, and English Learners need additional support to attend school each day including incentives and additional family communication.	The LEA will provide additional resources to provide incentives to students and families for regular school attendance and bus passes for students who need them. Additionally, the LEA will provide additional staff to track attendance and communicate with families. This action is principally directed toward SED, EL, and Foster Youth, but is being provided on a LEA-wide basis because all students will benefit.	3.1 Average Daily Attendance Rate 3.2 Chronic Absence Rate for Low income, foster youth, and English Learners
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Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.2	English Learners are at the Red level in ELA on the 2023 CA Dashboard. Parents of English Learners benefit from additional outreach to support their students in English Language Development.	The LEA seeks to close the achievement gap by increasing language proficiency levels (listening, speaking, writing, reading) and overall student proficiency levels for scholars learning English as a second language. Funding includes: (1) Dedicated ELD coordinator, (2) Curriculum and materials (3) Funding to support parent engagement via free child care and dinners in order to attend meetings on campus.	1.7 % of English learners improving on ELPAC

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

Not applicable

Additional Concentration Grant Funding

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

Action 1.9 Intervention: REACH seeks to close the achievement gap by offering additional supports for scholars. Funding includes: (1) The LEA staffs each grade level with an interventionist that serves the scholars within the designated grade level. When scholars may be struggling in ELA and/or Math, interventionists are available to address the academic needs and provide additional support within the classroom.

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

2026-27 Total Planned Expenditures Table

LCAP Year (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	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year
2026-27	\$ 9,653,309	\$ 1,188,861	12.32%	0.000%	12.32%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 2,252,500	\$ 500,960	\$ -	\$ 109,040	\$ 2,862,500	\$ 2,090,000	\$ 772,500

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	Curriculum and Instructional Materials	All	No	LEA-wide	N/A	REACH	Ongoing		\$135,000	\$95,000	\$ 40,000			\$ 135,000	0.000%
1	2	English Learner Supports	All	Yes	Limited	English Learners	REACH	Ongoing	\$ 200,000		\$95,000	\$ 105,000			\$ 200,000	0.000%
1	3	African American Student Support	All	Yes	LEA-wide	All	REACH	Ongoing	\$ 145,000		\$ 145,000				\$ 145,000	0.000%
1	4	High Quality STEAM and PBL	All	No	LEA-wide	N/A	REACH	Ongoing	\$ 210,000		\$ 210,000				\$ 210,000	0.000%
1	5	Enrichment for Scholars At/Above Grade Level	All	No	LEA-wide	N/A	REACH	Ongoing		\$ 200,000	\$ 150,000	\$ 50,000			\$ 200,000	0.000%
1	6	Instruction Driven by Data	All	Yes	LEA-wide	All	REACH	Ongoing	\$ 105,000		\$105,000				\$ 105,000	0.000%
1	7	Professional Development	All	Yes	LEA-wide	All	REACH	Ongoing	\$ 105,000		\$105,000				\$ 105,000	0.000%
1	8	Special Education	All	No	LEA-wide	N/A	REACH	Ongoing	\$ 75,000	\$ 215,000		\$ 180,960		\$ 109,040	\$ 290,000	0.000%
1	9	Intervention	All	Yes	LEA-wide	All	REACH	Ongoing	\$ 320,000		\$230,000	\$ 90,000			\$ 320,000	0.000%
2	1	Provide Clean and Safe School Facilities	All	No	LEA-wide	N/A	REACH	Ongoing	\$ 260,000		\$260,000				\$ 260,000	0.000%
2	2	Student Activities and Field Trips	All	Yes	LEA-wide	All	REACH	Ongoing		\$ 120,000	\$ 120,000				\$ 120,000	0.000%
2	3	Restorative Justice Practices (RJP)	All	Yes	LEA-wide	All	REACH	Ongoing	\$ 165,000		\$165,000				\$ 165,000	0.000%
2	4	Mental Health Support	All	No	LEA-wide	N/A	REACH	Ongoing	\$ 130,000		\$95,000	\$ 35,000			\$ 130,000	0.000%
2	5	Family Engagement and Communication	All	Yes	LEA-wide	All	REACH	Ongoing	\$ 150,000	\$ 70,000	\$220,000				\$ 220,000	0.000%
2	6	Family Events	All	Yes	LEA-wide	All	REACH	Ongoing	\$ 65,000		\$65,000				\$ 65,000	0.000%
3	1	Attendance Initiatives	All	No	LEA-wide	N/A	REACH	Ongoing		\$ 17,500	\$17,500				\$ 17,500	0.000%
3	2	Family Incentives	All	No	LEA-wide	N/A	REACH	Ongoing		\$ 5,000	\$5,000				\$ 5,000	0.000%
3	3	School Attendance Review Team	All	No	LEA-wide	N/A	REACH	Ongoing	\$ 105,000		\$105,000				\$ 105,000	0.000%
3	4	Family Services and Supports	All	No	LEA-wide	N/A	REACH	Ongoing	\$ 55,000	\$ 10,000	\$65,000				\$ 65,000	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
\$ 9,653,309	\$ 1,188,861	12.32%	0.00%	12.32%	\$ 1,250,000	0.000%	12.95%	Total:	\$ 1,250,000
								LEA-wide Total:	\$ 1,155,000
								Limited Total:	\$ 95,000
								Schoolwide	\$ -

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	2	English Learner Supports	Yes	Limited	English Learners	REACH	\$ 95,000	0.000%
1	3	African American Student Support	Yes	LEA-wide	All	REACH	\$ 145,000	0.000%
1	6	Instruction Driven by Data	Yes	LEA-wide	All	REACH	\$ 105,000	0.000%
1	7	Professional Development	Yes	LEA-wide	All	REACH	\$ 105,000	0.000%
1	9	Intervention	Yes	LEA-wide	All	REACH	\$ 230,000	0.000%
2	2	Student Activities and Field Trips	Yes	LEA-wide	All	REACH	\$ 120,000	0.000%
2	3	Restorative Justice Practices (RJP)	Yes	LEA-wide	All	REACH	\$ 165,000	0.000%
2	5	Family Engagement and Communication	Yes	LEA-wide	All	REACH	\$ 220,000	0.000%
2	6	Family Events	Yes	LEA-wide	All	REACH	\$ 65,000	0.000%

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 2,412,500	\$ 2,555,180

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	Curriculum and Instructional Materials	No	\$ 105,000	\$ 169,470
1	2	English Learners Support	Yes	\$ 45,000	\$ 46,413
1	3	African American Student Outcome Support	Yes	\$ 140,000	\$ 145,432
1	4	High-Quality STEAM and PBL Instruction	Yes	\$ 200,000	\$ 213,518
1	5	Enrichment for Scholars At or Above Grade Level	No	\$ 155,000	\$ 254,206
1	6	Instructional Driven by Data	Yes	\$ 100,000	\$ 98,803
1	7	Professional Development	Yes	\$ 145,000	\$ 138,774
1	8	Special Education	No	\$ 190,000	\$ 147,745
1	9	Intervention	Yes	\$ 310,000	\$ 286,582
2	1	Provide Safe and Clean School Facilities	No	\$ 250,000	\$ 261,812
2	2	Student Activities and Field Trips	No	\$ 100,000	\$ 107,431
2	3	Restorative Justice Practices (RJP)	Yes	\$ 165,000	\$ 152,796
2	4	Mental Health Support	Yes	\$ 120,000	\$ 136,619
2	5	Family Engagement and Communication	Yes	\$ 140,000	\$ 150,416
2	6	Family Events	Yes	\$ 65,000	\$ 62,291
3	1	Attendance Incentives	Yes	\$ 15,000	\$ 15,000
3	2	Family Incentives	Yes	\$ 10,000	\$ 10,000
3	3	Student Attendance Review Team (SART)	Yes	\$ 100,000	\$ 99,020
3	4	Family Services & Supports	Yes	\$ 57,500	\$ 58,853

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services
\$ 989,570	\$ 1,425,000	\$ 1,379,246	\$ 45,754	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Curriculum and Instructional Materials	Yes	\$ 105,000	\$ 105,000	0.000%	0.000%
1	2	English Learner Supports	Yes	\$ 45,000	\$ 45,000	0.000%	0.000%
1	3	African American Student Support	Yes	\$ 140,000	\$ 140,000	0.000%	0.000%
1	4	High Quality STEAM and PBL	Yes	\$ 200,000	\$ 200,000	0.000%	0.000%
1	6	Instruction Driven by Data	Yes	\$ 100,000	\$ 98,803	0.000%	0.000%
1	7	Professional Development	Yes	\$ 145,000	\$ 138,774	0.000%	0.000%
1	9	Intervention	Yes	\$ 220,000	\$ 196,582	0.000%	0.000%
2	2	Student Activities and Field Trips	Yes	\$ 100,000	\$ 100,000	0.000%	0.000%
2	3	Restorative Justice Practices (RJP)	Yes	\$ 165,000	\$ 152,796	0.000%	0.000%
2	5	Family Engagement and Communication	Yes	\$ 140,000	\$ 140,000	0.000%	0.000%
2	6	Family Events	Yes	\$ 65,000	\$ 62,291	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 8,025,784	\$ 989,570	0.000%	12.330%	\$ 1,379,246	0.000%	17.185%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- o 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.
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

- o 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:
 - o 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. - o 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). - o 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. - o Indicate the school year to which the baseline data applies. - o 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. - o 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.

- o 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.
 - o 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.
 - o 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.
 - o 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.
 - o **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:
 - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - o Professional development for teachers.
 - o 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:
 - o 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.

- o 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.
 - o 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).
 - o 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.
 - o As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
 - o 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%).

- o 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)**
 - o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - o 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)**

- o 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**

- o 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)**

- o 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**

- o 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)**

- o 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 (%)**

- o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- o 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)**

- o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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