

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Orange County School of the Arts

CDS Code: 30 10306 3030723

School Year: 2026-27

LEA contact information:

Shelley Stanphill

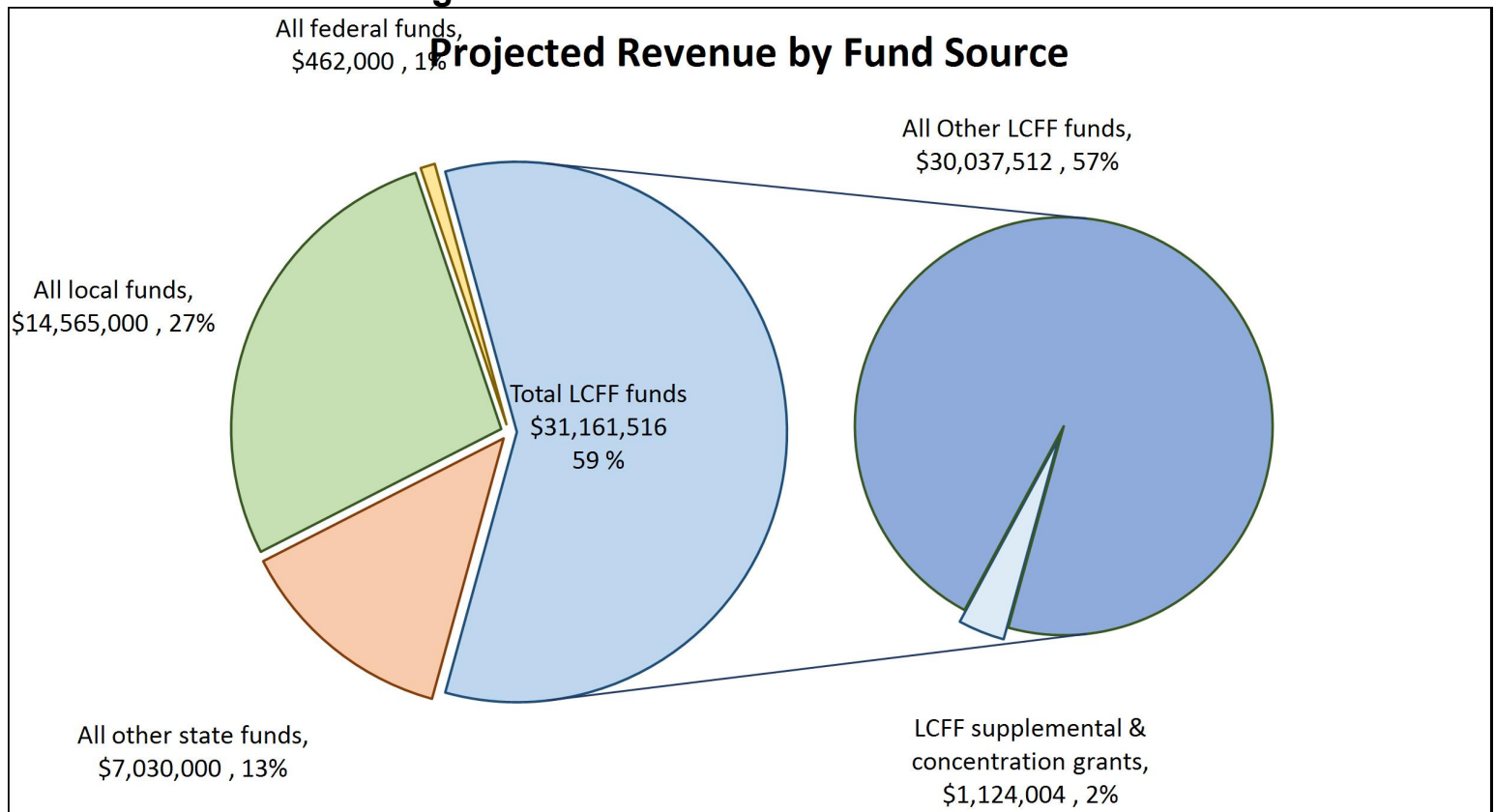
Dean of Instruction

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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

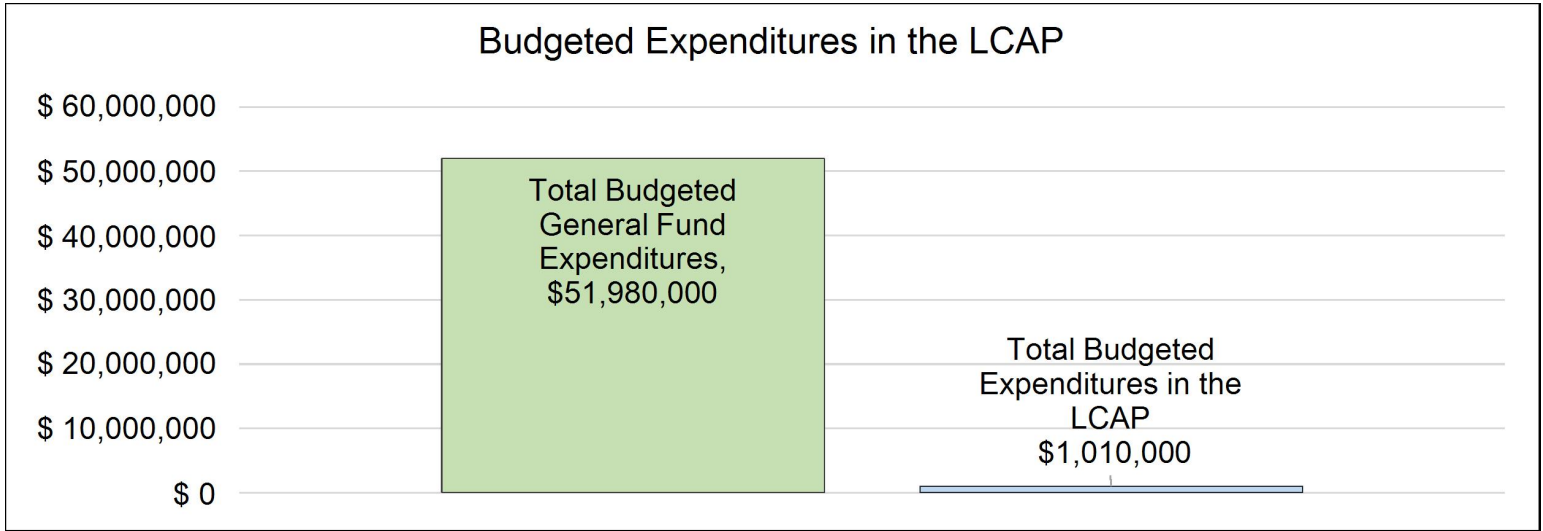


This chart shows the total general purpose revenue Orange County School of the Arts expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Orange County School of the Arts is \$53,218,516, of which \$31,161,516 is Local Control Funding Formula (LCFF), \$7,030,000 is other state funds, \$14,565,000 is local funds, and \$462,000 is federal funds. Of the \$31,161,516 in LCFF Funds, \$1,124,004 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 Orange County School of the Arts 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: Orange County School of the Arts plans to spend \$51,980,000 for the 2026-27 school year. Of that amount, \$1,010,000 is tied to actions/services in the LCAP and \$50,970,000 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

All operational costs for the school - salaries, facilities, materials, events, and so forth.

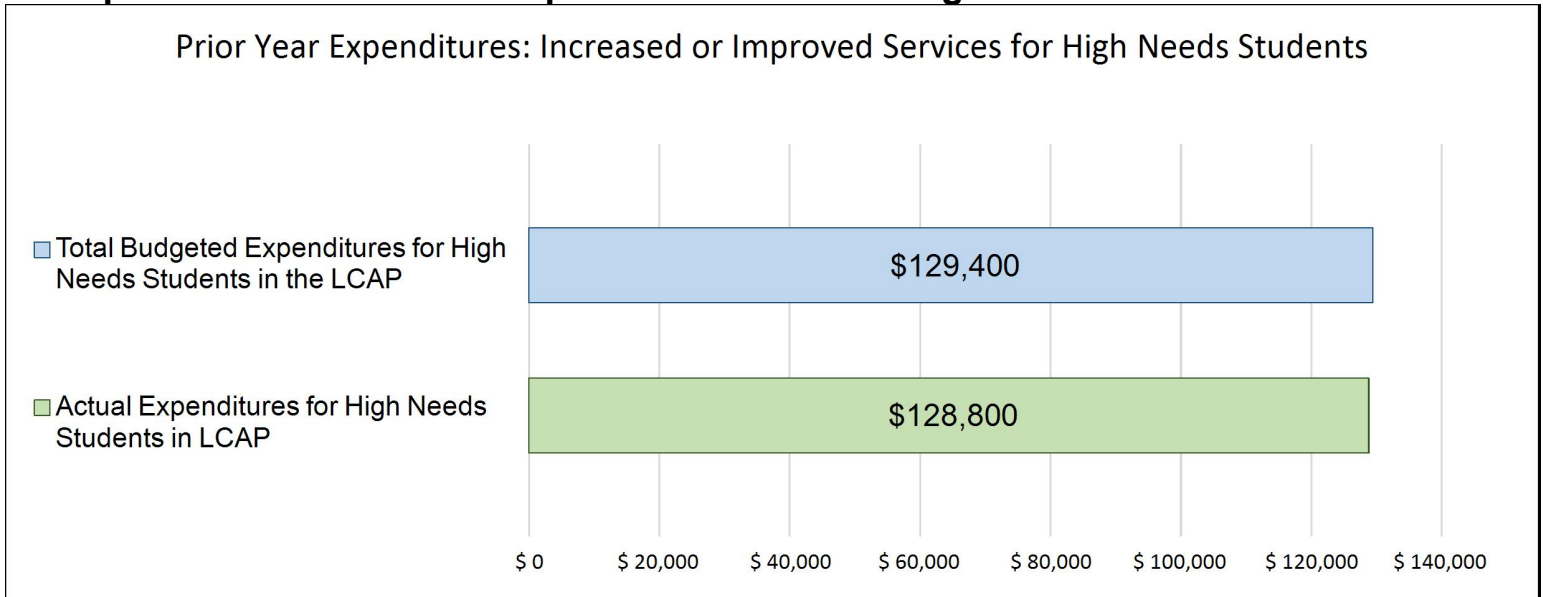
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Orange County School of the Arts is projecting it will receive \$1,124,004 based on the enrollment of foster youth, English learner, and low-income students. Orange County School of the Arts must describe how it intends to increase or improve services for high needs students in the LCAP. Orange County School of the Arts plans to spend \$806,000 towards meeting this requirement, as described in the LCAP.

The LEA is advancing conversations and professional development around Universal Design for Learning to ensure that teachers are equipped to support all learners in the classroom. The UDL framework will support faculty in integrating the professional learnings outlined in the LCAP into their daily practices.

LCFF Budget Overview for Parents

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



This chart compares what Orange County School of the Arts budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Orange County School of the Arts 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, Orange County School of the Arts's LCAP budgeted \$129,400 for planned actions to increase or improve services for high needs students. Orange County School of the Arts actually spent \$128,800 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$600 had the following impact on Orange County School of the Arts's ability to increase or improve services for high needs students:

LCFF-funded expenditures were lower than budgeted due to grants and underwriting from our generous donors; all planned actions and services for high needs students were implemented at their intended capacity.

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
Orange County School of the Arts	Shelley Stanphill Dean of Instruction	shelley.stanphill@ocsarts.net (714) 560-0900 x6701

Plan Summary [2026-27]

General Information

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

The Orange County School of the Arts (OCSA), a public charter school located in the heart of Santa Ana, California, provides a six-year comprehensive academic and conservatory arts program to students in grades 7-12. Established in 1987, OCSA is one of the premier arts schools in the nation, where aspiring young artists have the opportunity to refine their skills and flourish in one of 20 pre-professional arts conservatories. OCSA serves a culturally diverse student body of over 2,400 students from more than 100 cities throughout Southern California. Based on the belief that creative artistry is fueled by intellectual insight, OCSA provides a rigorous college-preparatory academic program that produces high-achieving, motivated scholars. Students attend five hours of academic classes in addition to three hours of arts instruction daily. Over the past four decades, the school has impacted thousands of students, molding generations of creative thinkers, leaders, artists, innovators, and entrepreneurs.

Reflections: Annual Performance

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

The California School Dashboard continues to indicate strong academic performance overall. In English Language Arts, the student body as a whole scores 90.2 points above standard, placing OCSA in the very high (blue) performance level. Most disaggregated student subgroups scored in the high or very high range; two notable exceptions include students with disabilities, who scored 57.3 points below standard (a decrease of 24 points over last year) and placed in the very low (red) range, and English Learners, who scored 15.8 points above standard and placed in the medium (yellow) range. Math scores on the whole are somewhat lower - the aggregated student body scored 55.1 points

above standard (down 8.4 points over last year) and placed in the high (green) range, but no student subgroups scored in the low or very low range. While most subgroups scored in the high or very high range, students with disabilities (94.1 points below standard) and Hispanic students (17 points below standard) scored in the middle (yellow) range. In science, the student body maintained similar performance to last year, placing in the very high (blue) range, with all student subgroups placing in the high or very high range. It is worth noting that, in contrast to ELA and math, our students with disabilities placed in the very high (blue) range in science and increased proficiency by 12.5 points over last year. One priority area for improvement is English Learner progress, in which OCSA placed in the very low (red) range - 44% of English Learners progressed to a higher ELPI level, which represents a decline of 33% over last year. While these data may be skewed due to a notable drop in performance in 2023, supporting English language acquisition for EL students remains a priority goal. Local perception data from OCSA's annual survey indicate that 90% of students and parents believe OCSA's academic classes are challenging and that students are continuously learning.

With respect to engagement and climate, chronic absenteeism remains an area of concern - the California School Dashboard indicates 6.1% of OCSA's middle school students were chronically absent, which represents an increase of 1% over last year and places OCSA in the low (orange) range. The subgroup with the highest absenteeism rate is White students (9.8% chronically absent), followed by Hispanic students (7.7% chronically absent). OCSA's graduation rate remains strong at 98.7%, with all student subgroups placing in the very high (blue) range. Suspension rates remain low overall (1%, placing OCSA in the green range); the two subgroups that are overrepresented in the suspension data are students with disabilities (2.6%) and Hispanic students (2%), placing both groups in the orange range. Local perception data remain positive in this regard: approximately 80% of students and parents are satisfied with both the academic and social-emotional support provided at OCSA, and approximately 90% agree that OCSA is a physically safe place that fosters a supportive culture. However, nearly a quarter of students disagree that OCSA prepares them to lead a balanced life, citing the long school day and heavy homework load. Overall, approximately 80% of students and nearly 90% of parents report that they would recommend OCSA to others.

Reflections: Technical Assistance

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

N/A

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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
Faculty and Staff	OCSA administration facilitates four LCAP committee meetings over the course of the year; all faculty and staff are invited to participate in these meetings to review schoolwide data, identify questions, and set goals. Additionally, teachers regularly analyze achievement data, identify areas of improvement, and offer suggestions in weekly PLC meetings and monthly curriculum team meetings. Curriculum leads meet monthly with administration to share observations, discuss patterns, and engage in interdisciplinary collaboration.
Students	In March of 2026, all students were solicited for anonymous feedback about their OCSA experience through an annual online survey; 1286 students responded within the available 3-week time window. Through this survey, students indicated high approval of OCSA's intellectual challenge (89%), campus safety (88%), and supportive culture (88%). The primary areas of dissatisfaction reported through this survey relate to workload (nearly a quarter of students believe OCSA doesn't prepare them to lead a balanced life) and instructional feedback (41% of students disagreed that they receive timely feedback from teachers).
Parents	In March of 2026, all parents were solicited for anonymous feedback about their child's OCSA experience through an annual online survey; 467 parents responded within the available 3-week time window. Through this survey, parents indicated strong satisfaction with OCSA's academic rigor and supportive culture (over 90%). The primary area of dissatisfaction related to communications about classroom activities and timeliness of grade updates.

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

Feedback from OCSA's faculty/staff largely directed the action items associated with goals #1 and #2 (improving CAASPP scores in math and ELA). Student concerns about balance motivated additional actions toward goal #3 (stress management, balance, and resilience). Additional resources were dedicated to attendance, supervision, and professional development (goals #2, 4, and 5) to provide supportive infrastructure for more consistent parent communication.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Improve CAASPP mathematics scores at OCSA in all grade levels and amongst student subgroups	Broad Goal

State Priorities addressed by this goal.

- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Since OCSA draws students from hundreds of different schools with different math programs, providing appropriate support for all students in math has been an ongoing area of need. CAASPP scores have particularly highlighted students with disabilities as a key group in need of math support.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP mathematics scores for students with disabilities	In 2023, 33% of all students with disabilities met or exceeded standards. In 2024, 23.25% of students with disabilities met or exceeded standards.	In 2025, 29% of students with disabilities met or exceeded standards.	Data not yet available	48% of students with disabilities will meet or exceed standards.	Down 4% from 2023
1.2	CAASPP mathematics scores for 7th grade students	In 2023, 71% of 7th grade students met or exceeded standards. In 2024, 83% of 7th grade students met or exceeded standards.	In 2025, 73% of 7th grade students met or exceeded standards.	Data not yet available	80% of 7th grade students will meet or exceed standards.	Up 2 % from 2023

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	CAASPP mathematics scores for 8th grade students	In 2023, 68% of 8th grade students met or exceeded standards. In 2024, 76% of 8th grade students met or exceeded standards.	In 2025, 74% of 8th grade students met or exceeded standards.	Data not yet available	80% of 8th grade students will meet or exceed standards.	Up 6% from 2023
1.4	CAASPP mathematics scores for 11th grade students	In 2023, 69% of 11th grade students met or exceeded standards. In 2024, 66% of 11th grade students met or exceeded standards.	In 2025, 65% of 11th grade students met or exceeded standards.	Data not yet available	80% of 11th grade students will meet or exceed standards.	Down 4% from 2023

Goal Analysis [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.

A core team of math teachers has been engaged in ongoing training and collaboration with the Vision Driven Math program hosted by OCDE (actions #3 and #4). Through a grant written by these teachers, OCDE led two days of professional development with the entire math team, in which the team refined their department-wide priorities for math instruction. The General Math course ran as a co-taught course for its second year (action #2). While the math placement assessment changed only minimally (action #1), this action will play a more prominent role in this year's plan.

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

The grant with OCDE covered not only the professional development, but also the substitute coverage for participating teachers. As such, no LCFF funds were needed for action #3.

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

While CAASPP data are not yet available for 2026, the identified actions have set the stage for broader changes in practice across the math department. In 2027, the first cohort of General Math students will reach 11th grade and take the CAASPP, and professional development work has been paving the way for the team to establish a shared set of curricular criteria in the year to come. While the consolidation of AP Calculus AB and BC into a single course came with growing pains, internal grade data indicate that students have been just as successful in achieving the course objectives as in previous years; course selections for the year ahead also include surges in AP Statistics and AP Computer Science enrollment, indicating that this calculus consolidation has also expanded access to other advanced STEM courses.

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.

OCSA's collaboration with OCDE's Vision Driven Math initiative has shaped and refined the professional collaboration action associated with this goal (action #3). Ongoing collaborative conversations about the equity and integrity of the math sequence have driven ongoing adjustments to the course continuum (detailed in action #2) and motivated adjustments to the placement exam (action #1).

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	Revise middle school math placement exam.	In previous years, incoming 7th graders were placed in Math 2 by default and had the option to test into one of three more advanced course options: Math 2/3, Math 3, or Integrated I. Based on the placement test, it was sometimes unclear which course a student should be placed in. This year, the math team is creating a single placement test to determine readiness to accelerate into high school math; students who demonstrate mastery on this comprehensive assessment will be placed in Integrated I. All other students will have the option to enroll in either Math 2 or Math 2/3, creating additional access for motivated students to accelerate in math regardless of previous academic opportunities.		No
1.2	Adjust continuum of math course offerings to ensure students are appropriately challenged and supported	Students come to OCSA with varying skills and abilities, particularly in math. For the 2024-2025 school year, a General Math class was implemented in order for students to receive differentiated instruction. OCSA has also expanded its offering of co-taught math classes to further fill out the continuum of support offerings.	\$36,000.00	No
1.3	Continue professional learning with OCDE's Vision Driven Math initiative	Building on work from the previous two years, OCSA's math team will continue to refine their department-wide goals for math instruction and develop a shared set of criteria for evaluating curricular materials. A multi-district partnership is also underway to support teacher participation in math learning labs, a professional learning model that utilizes a lesson-study approach to planning, observation, and reflection.	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Improve CAASPP English language arts scores for students with disabilities and English learners.	Focus Goal

State Priorities addressed by this goal.

<p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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An explanation of why the LEA has developed this goal.

Although the number of students in need of a dedicated EL support class remains small, the EL population has been growing steadily over the last few years. The increased level of English acquisition support needed, along with a more general need for universal supports for all learners and the central role of literacy across disciplines, makes language support a central goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP ELA scores for students with disabilities	In 2023, 47% of students with disabilities met or exceeded standards. In 2024, 53% of students with disabilities met or exceeded standards.	In 2025, 52% of students with disabilities met or exceeded standards.	*Data not yet available for 2026	In 2027, 66% of students with disabilities will meet or exceed standards.	Up 5% from 2023
2.2	CAASPP ELA scores for English learners	In 2023, 9% of EL students met or exceeded standards. In 2024, 25% of EL students met or exceeded standards.	In 2025, 29% of EL students met or exceeded standards.	*Data not yet available for 2026	In 2027, 53% of English learners will meet or exceed standards.	Up 20% from 2023

Goal Analysis [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.

Along with planned PLC discussions (actions #1 and #2), professional collaboration for the Literature & Composition teachers included a two-day training in Guided Language Acquisition Design (GLAD) presented by the Orange County Department of Education. This training provided a common framework for embedding language supports within grade-level language arts instruction. The English for Emergent Bilinguals class adopted a class set of instructional materials (action #3), and enrollment in the course reached an all-time high this year; while the class is still fairly small at just 16 students, this size represents a multi-fold increase from the previous year. The English Learner Advisory Committee (ELAC) met four times over the course of the year (action #4), and while parent engagement was sparse despite frequent notifications and virtual access, the ELAC provided a forum for staff and parents to focus on the needs of our EL population.

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

The budgeted expenditures for action #1 (PLC collaboration) were originally calculated at \$4,000 - enough to cover subs for the Literature & Composition department to have two days of collaboration. The GLAD training from OCDE cost an additional \$16,000, bringing the total expenditures for action #1 to \$19,400.

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

While our primary metrics (CAASPP scores in English Language Arts) are not yet available for spring 2026, anecdotal data indicate that the actions have been effective in providing targeted support to our students with the greatest English acquisition needs. The GLAD training and ELAC meetings have dramatically expanded the discourse and visibility around the needs of English Learners, and the English for Emergent Bilinguals course has provided opportunities for partnership between faculty and the EEB teacher in support of specific students.

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

The success of the GLAD training with the Literature & Composition department prompted OCSA to offer a similar training to teachers in other departments, namely social studies and science.

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 language support training for academic teachers	In the spring of 2026, OCSA's Literature & Composition department received GLAD (Guided Language Acquisition Design) training on strategies to support English language acquisition; teachers reported that this training was meaningful and gave them concrete tools to use with their English Learners. This year, we will offer the same training to teachers in the social studies and science departments to support interdisciplinary collaboration around strategies for English Learners. Additionally, we will offer 1-2 release days to the Literature & Composition team to continue processing, discussing, and implementing their learnings from last year's GLAD training.	\$47,000.00	Yes
2.2	Invest in EL support class	OCSA currently runs one block of English for Emergent Bilinguals, a dedicated support class for English Learners. This year, all incoming middle schoolers who are designated English Learners will be enrolled in this course by default, and administration will work with the teacher to review and adopt curricular materials as needed.	\$33,000.00	Yes
2.3	Continue and expand English Learner Advisory Committee (ELAC)	OCSA's English Learner Advisory Committee was first established in the 2025-2026 school year. This year, we will expand teacher engagement in the committee and continue to actively recruit parent and student participation.		Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Help OCSA students achieve balance, manage stress, and develop emotional resilience.	Maintenance of Progress Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)</p>

An explanation of why the LEA has developed this goal.

Although student and parent survey results continue to reflect a favorable view of OCSA overall, students in particular continue to indicate struggles juggling their academic workload, artistic demands, and the long school day. On the most recent student survey, nearly a quarter of students indicated that OCSA is not preparing them to lead a balanced life.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of the student body with full-day absences for 10% or more of the school year (chronically absent). Both excused and unexcused absences count toward this measure.	In the 2022-2023 school year, 12.6% of students were classified as chronically absent. In 2023-2024, 9.6% of students were classified as chronically absent.	In the 2024-2025 school year, 12.7% of students were classified as chronically absent.	As of 5/21/26, 9.9% of students were classified as chronically absent in the 2025-2026 school year.	In the 2026-2027 school year, no more than 5% of students will be chronically absent.	Down 2.7% from 2022-2023 school year
3.2	Percentage of EL students reporting satisfaction with the social/emotional support they receive at OCSA.	Data not available (metric added in 2026)	Data not available (metric added in 2026)	In 2026, 69% of EL students reported being satisfied with the social/emotional support they	In the 2026-2027 school year, at least 75% of EL students will report being satisfied with the	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				receive at OCSA, compared to 80% of the student population as a whole.	social/emotional support they receive at OCSA.	

Goal Analysis [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.

OCSA's Serenity Center continues to operate as a universal support to all students. The number of clinical mental health trainees (CMHTs) from Cal State Fullerton doubled from three to six, and these CMHTs staffed the Serenity Center four days per week; this shift in practice expanded OCSA's ability to provide timely and meaningful social-emotional support to students as needed. While an initial Tier 1 support protocol was established, use of this protocol was inconsistent, in part due to a decrease in administrators and staff being stretched too thin.

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.

No material difference in budgeted and actual expenditures.

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

Current attendance data indicate a decrease in the chronic absenteeism rate, indicating that more students have been physically and mentally able to attend school consistently. The increased number of mental health trainees has expanded not only Serenity Center operations, but also one-on-one counseling and the range of available group counseling options.

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

The impact of increasing our CMHT program prompted OCSA to transition one of our counselors to focus full-time on building out the general education mental health program. Furthermore, data from the annual student survey revealed a discrepancy between English Learners and their English-fluent peers with regard to their satisfaction with OCSA's social/emotional supports. As such, a metric was added to continue to monitor the level of support English Learners receive - not only academically, but also socially/emotionally.

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	Staff a drop-in Serenity Center	Student mental health needs continue to impact engagement and academic progress. Having a place on campus where students can go to reset and continue with the day will keep students present at school and decrease chronic absenteeism.	\$36,000.00	No Yes
3.2	Hire Director of Mental Health for General Education	One of OCSA's high school counselors is a licensed MFT and has overseen our clinical mental health trainees for the past two years in addition to managing her own student caseload. This year, this counselor will move into a new position that allows her to focus solely on expanding general education mental health supports, with a newly hired counselor taking over her student caseload.	\$190,000.00	No Yes
3.3	Expand MTSS interventions and supports	Under the direction of the Director of Mental Health for General Education, OCSA will further flesh out its tiered system of social-emotional supports, including individual and group counseling opportunities.		No Yes
3.4	Hire Intervention Coordinator	OCSA will hire a full-time Intervention Coordinator to oversee and coordinate the full MTSS continuum, including 504, SST, and academic intervention.	\$120,000.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Reduce the suspension rate at OCSA and amongst student subgroups.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

In the 2022-2023 school year, the suspension rate increased across the school, and especially among English Learners, Hispanic students, and students with disabilities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Suspension rate for all students	In 2023, 1.5% of students were suspended for at least 1 day.	In the 2024-2025 school year, 0.9% of students were suspended for at least 1 day.	Data not yet available	No more than 0.5% of students will be suspended for at least 1 day.	Down 0.6 percentage points
4.2	Suspension rate for English Learners	In 2023, 10.3% of EL students were suspended for at least 1 day (an increase of 8.2% from the previous year).	In the 2024-2025 school year, 0% of EL students were suspended for at least 1 day.	Data not yet available	EL students will have a suspension rate no higher than 1.5%.	Down 10.3 percentage points; year 3 goal achieved
4.3	Suspension rate for Filipino students	In 2023, 3.2% of Filipino students were suspended for at least 1 day (an increase of 1.5%).	In the 2024-2025 school year, 0% of Filipino students were suspended for at least 1 day.	Data not yet available	Filipino students will have a suspension rate no higher than 1.5%.	Down 3.2 percentage points; year 3 goal achieved

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.4	Suspension rate for Hispanic students	In 2023, 1.8% of Hispanic students were suspended for at least 1 day (an increase of 0.3%).	In the 2024-2025 school year, 1.7% of Hispanic students were suspended for at least 1 day.	Data not yet available	Hispanic students will have a suspension rate no higher than 1.5%.	Down 0.1 percentage points
4.5	Suspension rate for students with Two or More Races	In 2023, 1.9% of students with two or more races were suspended for at least 1 day (an increase of 1.4%).	In the 2024-2025 school year, 1.7% of students with two or more races were suspended for at least 1 day.	Data not yet available	Students with two or more races will have a suspension rate no higher than 1.0%.	Down 0.2 percentage points
4.6	Suspension rate for socioeconomically disadvantaged students	In 2023, 1.9% of students classified as socioeconomically disadvantaged were suspended for at least 1 day (an increase of 0.4%).	In the 2024-2025 school year, 1.8% of students classified as socioeconomically disadvantaged were suspended for at least 1 day.	Data not yet available	Students classified as socioeconomically disadvantaged will have a suspension rate no higher than 1.0%.	Down 0.1 percentage points
4.7	Suspension rate for students with disabilities	In 2023, 5.7% of students with disabilities were suspended for at least 1 day (an increase of 2.4%).	In the 2024-2025 school year, 3.3% of students with disabilities were suspended for at least 1 day.	Data not yet available	Students with disabilities will have a suspension rate no higher than 1.5%.	Down 2.4 percentage points

Goal Analysis [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.

The Jumpstart program (action #1) was led by the OCSA Diversity Project, which launched over 100 student leaders to onboard new OCSA students in the areas of navigating campus and logistics, inclusion and acceptance, building connections, personal growth and mindset, and OCSA's culture and opportunities. Freshman Retreat (action #2) was spearheaded by OCSA's Keeping the Culture Club, with support from CHOC and El Sol Academy; all 9th grade students got off campus for the first Friday in January to revisit themes from Jumpstart and focus on community building and personal responsibility. While the postponement of Freshman Retreat from November to January was prompted

by facilities challenges, the timing turned out to be fortuitous - the start of a new semester proved a natural time to reflect on the first semester of high school and recommit to the OCSA community, and teachers reported that it was less disruptive to instruction. Student supervisors continue to operate in the DMS (action #3), and the AP of Student Supervision continued to visit all health classes to discuss healthy relationships (action #4).

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.

Most actions were implemented under budget: Jumpstart operated \$9k under budget, and student supervision was \$6k under budget. While Freshman Retreat ran about \$2k over budget, the event was underwritten by a \$10k donation from the Tsao Family Foundation, making the LCFF allocations for this event \$8k below initial projections.

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

Student survey data following Jumpstart revealed that through participation in this program, students internalized OCSA's values of acceptance, belonging, and a culture of support. Anecdotal data on Freshman Retreat revealed similar outcomes. End-of-year suspension rates are not yet available, but OCSA has noticed a recent uptick in hate speech among a small segment of the student population (particularly boys in 7th-9th grade); this trend is reflective of broader societal trends beyond OCSA, but it highlights a need and priority for future cultural programming.

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

The completion of the Lisa Argyros Commons and student lounge in January 2026 necessitated the need for additional campus supervision, so OCSA will be adding a new student supervisor position to monitor these areas and provide early intervention for problematic behavior.

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
4.1	Provide student-led culture-building programming for all new students at the start of the school year	The OCSA Jumpstart program provides cultural onboarding to all new OCSA students. This student-led, teacher-facilitated program allows new students to start building positive community and equip student leaders to be role models and culture-setters.	\$30,000.00	Yes
4.2	Provide student-led culture-building	The start of high school is a particularly pivotal time for OCSA students; many are new to the OCSA community, and returning students are faced	\$14,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	programming for all 9th graders	with the additional pressures and longer day associated with high school. The entire 9th grade class participates in a one-day retreat to revisit and recommit to positive, healthy community practices.		
4.3	Hire student supervisors to support appropriate behavior in the DMS and Annex/Commons	Because the OCSA campus is large and spread out, it can be difficult for staff to supervise all students during noninstructional time. The DMS, Annex, and Student Commons are all highly populated buildings outside the Humanities Tower and have fewer adults present to supervise. OCSA is staffing these areas with student supervisors to provide early deterrence and intervention, preventing small behaviors from escalating into suspendable offenses.	\$60,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Reduce the number of students categorized as chronically absent.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p>
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An explanation of why the LEA has developed this goal.

<p>Absenteeism continues to be a concern for students at OCSA. The rate of chronic absenteeism has hovered around 10% or even higher since the COVID pandemic school closures.</p>
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Percentage of the student body with full-day absences for 10% or more of the school year (chronically absent). Both excused and unexcused absences count toward this measure.	In the 2022-2023 school year, 12.6% of students were classified as chronically absent. In 2023-2024, 9.6% of students were classified as chronically absent.	In the 2024-2025 school year, 12.7% of students were classified as chronically absent.	As of 5/21/26, 9.9% of students were classified as chronically absent in the 2025-2026 school year.	The chronic absenteeism rate will not exceed 5% of the student body.	Down 2.7% from the 2022-2023 school year
5.2	Chronic absenteeism rate among English Learners, from the CA School Dashboard.	In the 2022-2023 school year, 0% of 7th-8th grade ELs were classified as chronically absent. In 2023-2024, 5.6% of 7th-8th grade ELs were classified as chronically absent.	In the 2024-2025 school year, 8.3% of OCSA's 7th-8th grade ELs were classified as chronically absent.	(Data not yet available)		Up 8.3% from the 2022-2023 school year

Goal Analysis [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.

Absence communication (action #1) and SART meetings (action #2) proceeded as intended, although somewhat less frequently than would have been preferred due to the reduction in administrative personnel. Using Office Hours for attendance recovery (action #3) turned out not to be viable, based on guidance from the state stipulating that attendance recovery sessions must be at least one hour in length.

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.

Because Office Hours proved not to be a viable attendance recovery mechanism, no funds were spent on additional flex time management platforms.

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

While current attendance data projects a decrease in chronic absenteeism compared to the previous year, rates are still well above the year 3 goal. Each year OCSA has approached attendance monitoring metrics slightly differently in order to prioritize the most high-need cases, but none of these shifts appear to have substantially impacted absenteeism rates.

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

Based on the ongoing challenges with absenteeism, OCSA has decided to invest in a full-time Attendance Intervention Coordinator (action #1), who can be fully dedicated to timely monitoring and intervention, as well as designing and managing ADA recovery opportunities. Since Office Hours cannot serve toward attendance recovery, OCSA has shifted to exploring options for recovering attendance after school instead (action #3).

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
5.1	Hire a full-time Attendance Intervention Coordinator	OCSA communicates absence totals to students and parents on a regular basis with the goal of providing prompt and early intervention; however, as attendance is a multidisciplinary issue with no single administrator to champion it, these interventions sometimes fall through the cracks. This year, OCSA is hiring a full-time Attendance Intervention Coordinator to	\$162,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		manage not only state reporting, but also data analysis, family communications, and intervention management.		
5.2	Hold regular School Attendance Review Team (SART) meetings	The Student Attendance Review Team (SART) holds regular meetings to review student attendance records, engage families in dialogue, and make recommendations for further interventions, up to and including involuntary removal.		No Yes
5.3	Implement Short Term Independent Study and Attendance Recovery programs	As of June 2026, OCSA does not currently have a Short Term Independent Study (STIS) practice nor an Attendance Recovery Program. With the investment in a full-time Attendance Intervention Coordinator, as well as the recent establishment of related board policies, OCSA will define clear systems and protocols for STIS and explore after-school options for attendance recovery.	\$11,000.00	No Yes
5.4	Hire a full-time Family Liaison	In light of the retirement of our previous Family Liaison, OCSA has reimaged the role and divided it into two separate positions - one focused on giving, and one focused on supporting school-family connections. One of OCSA's longstanding administrative assistants has stepped into the latter role and will support families in communicating with the school and accessing needed supports. This position will be particularly crucial for partnering with families to increase school attendance. This position will also serve as a valuable bridge for foster youth and their placement families to access supports.	\$103,000.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Continue to develop, refine, and improve CTE pathways within the OCSA conservatory curriculum.	Maintenance of Progress Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Students completing CTE pathways are better prepared for post-secondary work and education opportunities. As OCSA is a long-time pre-professional school, refinement of existing coursework within CTE curriculum frameworks will support students after they graduate from OCSA. Furthermore, OCSA arts teachers must have CTE credentials to teach at OCSA, and these two factors allow OCSA to access additional California state CTE funding.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Percentage of students completing one or more CTE pathways by graduation.	Among the graduating class of 2023, 25% of students completed at least 1 CTE pathway.	Among the graduating class of 2025, 77% of students completed at least 1 CTE pathway.	Data not yet available	Among the graduating class of 2027, 75% of students will complete at least 1 CTE pathway.	Up 52 percentage points; Year 3 goal met.

Goal Analysis [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.

In addition to supporting CTE credentialing through OCDE, OCSA has also implemented its own internal pre-credential training program called EdStudio. This program, led by credentialed OCSA staff, has provided timely and OCSA-specific instructional support to new

conservatory teachers. This structural change has also limited CTE-related expenditures on teachers who leave OCSA within a year of being hired.

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.

By implementing EdStudio and postponing enrollment in OCDE's CTE credentialing program, OCSA has spent less money on credentialing than budgeted.

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

Student completion of CTE pathways has increased dramatically as OCSA has invested resources in credentialing teachers and aligning curricular programming to CTE. The fact that the year 3 goal was surpassed so early in the cycle indicates that the actions have been effective in expanding access to CTE pathways.

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

The success of EdStudio in its inaugural year has prompted OCSA to further expand the program (action #2) for the upcoming school 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
6.1	Support OCSA conservatory teachers in the acquisition of a professional clear CTE credential	Teachers completing coursework to obtain their clear CTE credential will be better trained and pedagogically equipped to support the diverse needs of their learners in the classroom.	\$120,000.00	No
6.2	Provide OCSA-specific pedagogical training and onboarding for conservatory teachers.	The EdStudio: Artist to Educator program consists of six 2-hour sessions introducing frameworks and strategies for professional expectations, assessments and goal-setting, classroom management, planning, rubrics, and supporting student needs. This course is designed and run by an OCSA teacher and includes one-on-one coaching and mentorship as needed.	\$38,000.00	No

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,124,004	\$168,601

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
3.742%	3.153%	\$897,219.00	6.895%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	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
2.1	<p>Action: Provide language support training for academic teachers</p> <p>Need: Less than 30% of English Learners met proficiency on the CAASPP ELA exam, and a majority of English Learners did not make progress in their ELPI.</p>	<p>This training will equip teachers to support English acquisition across multiple subjects and lays the foundation for establishing a schoolwide toolkit of language support practices. In the spirit of UDL, while these practices will be particularly impactful for English Learners, all students stand to benefit from additional language supports embedded in the classroom.</p>	<p>CAASPP ELA proficiency rates, CA School Dashboard English Learner progress indicator, grades in social studies and science classes</p>

Goal and Action #	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
	<p>Scope: LEA-wide</p>		
3.1	<p>Action: Staff a drop-in Serenity Center</p> <p>Need: English Learners report significantly lower rates of satisfaction with their social/emotional support at OCSA (69% compared to 80% for the entire student body).</p> <p>Scope: LEA-wide</p>	<p>While all students benefit from social-emotional supports, English Learners stand to benefit more from these supports. The Serenity Center could be especially effective for EL students as language is not central to accessing support in this space.</p>	<p>Percentage of EL students reporting satisfaction with the social/emotional support they receive at OCSA</p>
3.2	<p>Action: Hire Director of Mental Health for General Education</p> <p>Need: English Learners report significantly lower rates of satisfaction with their social/emotional support at OCSA (69% compared to 80% for the entire student body).</p> <p>Scope: LEA-wide</p>	<p>While all students benefit from social-emotional supports, English Learners stand to benefit more from these supports.</p>	<p>Percentage of EL students reporting satisfaction with the social/emotional support they receive at OCSA</p>
3.3	<p>Action: Expand MTSS interventions and supports</p> <p>Need:</p>	<p>While all students benefit from social-emotional supports, English Learners stand to benefit more from these supports.</p>	<p>Percentage of EL students reporting satisfaction with the social/emotional support they receive at OCSA</p>

Goal and Action #	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
	<p>English Learners report significantly lower rates of satisfaction with their social/emotional support at OCSA (69% compared to 80% for the entire student body).</p> <p>Scope: LEA-wide</p>		
<p>3.4</p>	<p>Action: Hire Intervention Coordinator</p> <p>Need: English Learners report significantly lower rates of satisfaction with their social/emotional support at OCSA (69% compared to 80% for the entire student body).</p> <p>Scope: LEA-wide</p>	<p>While all students benefit from social-emotional supports, English Learners stand to benefit more from these supports.</p>	<p>Percentage of EL students reporting satisfaction with the social/emotional support they receive at OCSA</p>
<p>4.1</p>	<p>Action: Provide student-led culture-building programming for all new students at the start of the school year</p> <p>Need: English Learners and low income students have historically been suspended at disproportionately higher rates.</p> <p>Scope: LEA-wide</p>	<p>Proactive culture building and setting clear norms and expectations are beneficial for all students; however, as these groups have higher rates of suspension, they stand to benefit more from these preventative measures.</p>	<p>Suspension rate for English Learners, suspension rate for socioeconomically disadvantaged students</p>

Goal and Action #	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
<p>4.2</p>	<p>Action: Provide student-led culture-building programming for all 9th graders</p> <p>Need: English Learners and low income students have historically been suspended at disproportionately higher rates.</p> <p>Scope: LEA-wide</p>	<p>Proactive culture building and setting clear norms and expectations are beneficial for all students; however, as these groups have higher rates of suspension, they stand to benefit more from these preventative measures.</p>	<p>Suspension rate for English Learners, suspension rate for socioeconomically disadvantaged students</p>
<p>4.3</p>	<p>Action: Hire student supervisors to support appropriate behavior in the DMS and Annex/Commons</p> <p>Need: English Learners and low income students have historically been suspended at disproportionately higher rates.</p> <p>Scope: LEA-wide</p>	<p>Behavior monitoring and early intervention are beneficial for all students; however, as these groups have higher rates of suspension, they stand to benefit more from these preventative measures.</p>	<p>Suspension rate for English Learners, suspension rate for socioeconomically disadvantaged students</p>
<p>5.1</p>	<p>Action: Hire a full-time Attendance Intervention Coordinator</p> <p>Need: English Learners at OCSA have a higher rate of chronic absenteeism than the general population - the 2025 CA School Dashboard reports a chronic absenteeism rate of 6.1%</p>	<p>While all students benefit from attendance supports, English Learners stand to benefit more from these supports.</p>	<p>Chronic absenteeism rate among middle school ELs (from the CA School Dashboard).</p>

Goal and Action #	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
	<p>among all OCSA middle schoolers, vs. 8.3% among OCSA's middle school ELs.</p> <p>Scope: LEA-wide</p>		
5.2	<p>Action: Hold regular School Attendance Review Team (SART) meetings</p> <p>Need: English Learners at OCSA have a higher rate of chronic absenteeism than the general population - the 2025 CA School Dashboard reports a chronic absenteeism rate of 6.1% among all OCSA middle schoolers, vs. 8.3% among OCSA's middle school ELs.</p> <p>Scope: LEA-wide</p>	While all students benefit from attendance supports, English Learners stand to benefit more from these supports.	Chronic absenteeism rate among middle school ELs (from the CA School Dashboard).
5.3	<p>Action: Implement Short Term Independent Study and Attendance Recovery programs</p> <p>Need: English Learners at OCSA have a higher rate of chronic absenteeism than the general population - the 2025 CA School Dashboard reports a chronic absenteeism rate of 6.1% among all OCSA middle schoolers, vs. 8.3% among OCSA's middle school ELs.</p> <p>Scope:</p>	While all students benefit from attendance supports, English Learners stand to benefit more from these supports.	Chronic absenteeism rate among middle school ELs (from the CA School Dashboard).

Goal and Action #	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
	LEA-wide		
5.4	<p>Action: Hire a full-time Family Liaison</p> <p>Need: Foster enrollment at OCSA is typically zero or near-zero, so data are not available. However, when OCSA has had foster youth enrolled, the county has been in contact with the school to get progress updates and provide resources, which necessitates additional conversations between school personnel and the student's family. Additionally, English Learners at OCSA have a higher rate of chronic absenteeism than the general population - the 2025 CA School Dashboard reports a chronic absenteeism rate of 6.1% among all OCSA middle schoolers, vs. 8.3% among OCSA's middle school ELs.</p> <p>Scope: LEA-wide</p>	Having a dedicated Family Liaison will facilitate these necessary school-family communications and provide resource families with a consistent point of contact to access supports.	Chronic absenteeism rate among ELs and, if available, foster youth

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
2.2	<p>Action: Invest in EL support class</p>	Investing in a section of English for Emergent Bilinguals - both the staffing and materials for it -	CAASPP ELA proficiency rates, CA School

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Need: Less than 30% of English Learners met proficiency on the CAASPP ELA exam, and a majority of English Learners did not make progress in their ELPI.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>provides a space for students to get individualized support both in their English acquisition and in their various academic pursuits.</p>	<p>Dashboard English Learner progress indicator</p>
<p>2.3</p>	<p>Action: Continue and expand English Learner Advisory Committee (ELAC)</p> <p>Need: Less than 30% of English Learners met proficiency on the CAASPP ELA exam, and a majority of English Learners did not make progress in their ELPI.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Staff engagement in the ELAC will increase awareness of the needs of our English Learners and allow staff to ask questions, make connections, and champion EL supports. Family engagement will strengthen connections between home and school and empower parents to access resources as needed.</p>	<p>CAASPP ELA proficiency rates, CA School Dashboard English Learner progress indicator, ELAC attendance rates</p>

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.

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.

N/A

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	2:421	N/A
Staff-to-student ratio of certificated staff providing direct services to students	21:421	N/A

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	30,037,512	1,124,004	3.742%	3.153%	6.895%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,010,000.00	\$0.00	\$0.00	\$0.00	\$1,010,000.00	\$960,000.00	\$50,000.00

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	1.1	Revise middle school math placement exam.	All Students with Disabilities	No			All Schools	1 year								
1	1.2	Adjust continuum of math course offerings to ensure students are appropriately challenged and supported	All Students with Disabilities	No			All Schools	ongoing	\$36,000.00	\$0.00	\$36,000.00				\$36,000.00	
1	1.3	Continue professional learning with OCDE's Vision Driven Math initiative	All Students with Disabilities	No			All Schools	one year	\$10,000.00	\$0.00	\$10,000.00				\$10,000.00	
2	2.1	Provide language support training for academic teachers	English Learners	Yes	LEA-wide	English Learners	All Schools	1 year	\$15,000.00	\$32,000.00	\$47,000.00				\$47,000.00	
2	2.2	Invest in EL support class	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	\$31,000.00	\$2,000.00	\$33,000.00				\$33,000.00	
2	2.3	Continue and expand English Learner Advisory Committee (ELAC)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing								
3	3.1	Staff a drop-in Serenity Center	All Students with Disabilities English Learners Foster Youth	No Yes	LEA-wide	English Learners Foster Youth	All Schools	ongoing	\$36,000.00	\$0.00	\$36,000.00				\$36,000.00	

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
3	3.2	Hire Director of Mental Health for General Education	All Students with Disabilities English Learners	No Yes	LEA-wide	English Learners	All Schools	ongoing	\$190,000.00	\$0.00	\$190,000.00				\$190,000.00	
3	3.3	Expand MTSS interventions and supports	All Students with Disabilities English Learners	No Yes	LEA-wide	English Learners	All Schools	ongoing								
3	3.4	Hire Intervention Coordinator	All Students with Disabilities English Learners	No Yes	LEA-wide	English Learners	All Schools	ongoing	\$120,000.00	\$0.00	\$120,000.00				\$120,000.00	
4	4.1	Provide student-led culture-building programming for all new students at the start of the school year	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	\$21,000.00	\$9,000.00	\$30,000.00				\$30,000.00	
4	4.2	Provide student-led culture-building programming for all 9th graders	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	\$7,000.00	\$7,000.00	\$14,000.00				\$14,000.00	
4	4.3	Hire student supervisors to support appropriate behavior in the DMS and Annex/Commons	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	\$60,000.00	\$0.00	\$60,000.00				\$60,000.00	
5	5.1	Hire a full-time Attendance Intervention Coordinator	All English Learners	No Yes	LEA-wide	English Learners	All Schools	ongoing	\$162,000.00	\$0.00	\$162,000.00				\$162,000.00	
5	5.2	Hold regular School Attendance Review Team (SART) meetings	All English Learners	No Yes	LEA-wide	English Learners	All Schools	ongoing								
5	5.3	Implement Short Term Independent Study and Attendance Recovery programs	All English Learners	No Yes	LEA-wide	English Learners	All Schools	ongoing	\$11,000.00	\$0.00	\$11,000.00				\$11,000.00	
5	5.4	Hire a full-time Family Liaison	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$103,000.00	\$0.00	\$103,000.00				\$103,000.00	
6	6.1	Support OCSA conservatory teachers in the acquisition of a professional clear CTE credential	All	No			All Schools	ongoing	\$120,000.00	\$0.00	\$120,000.00				\$120,000.00	

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
6	6.2	Provide OCSA-specific pedagogical training and onboarding for conservatory teachers.	All	No			All Schools	ongoing	\$38,000.00	\$0.00	\$38,000.00				\$38,000.00	

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
30,037,512	1,124,004	3.742%	3.153%	6.895%	\$806,000.00	0.000%	2.683 %	Total:	\$806,000.00
								LEA-wide Total:	\$773,000.00
								Limited Total:	\$33,000.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Provide language support training for academic teachers	Yes	LEA-wide	English Learners	All Schools	\$47,000.00	
2	2.2	Invest in EL support class	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$33,000.00	
2	2.3	Continue and expand English Learner Advisory Committee (ELAC)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		
3	3.1	Staff a drop-in Serenity Center	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$36,000.00	
3	3.2	Hire Director of Mental Health for General Education	Yes	LEA-wide	English Learners	All Schools	\$190,000.00	
3	3.3	Expand MTSS interventions and supports	Yes	LEA-wide	English Learners	All Schools		
3	3.4	Hire Intervention Coordinator	Yes	LEA-wide	English Learners	All Schools	\$120,000.00	
4	4.1	Provide student-led culture-building programming for all	Yes	LEA-wide	English Learners Low Income	All Schools	\$30,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		new students at the start of the school year						
4	4.2	Provide student-led culture-building programming for all 9th graders	Yes	LEA-wide	English Learners Low Income	All Schools	\$14,000.00	
4	4.3	Hire student supervisors to support appropriate behavior in the DMS and Annex/Commons	Yes	LEA-wide	English Learners Low Income	All Schools	\$60,000.00	
5	5.1	Hire a full-time Attendance Intervention Coordinator	Yes	LEA-wide	English Learners	All Schools	\$162,000.00	
5	5.2	Hold regular School Attendance Review Team (SART) meetings	Yes	LEA-wide	English Learners	All Schools		
5	5.3	Implement Short Term Independent Study and Attendance Recovery programs	Yes	LEA-wide	English Learners	All Schools	\$11,000.00	
5	5.4	Hire a full-time Family Liaison	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$103,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$442,420.00	\$395,200.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Assessment - Revise math placement assessment based on essential skills for each course.	No	0	0
1	1.2	Placement and Curriculum - Expand continuum of offerings, particularly in math, to ensure students are appropriately challenged and supported.	No	34000	39000
1	1.3	Academic PLC Meetings - Teachers identify essential skills/understandings in weekly PLC meetings.	No	4000	6400
1	1.4	Academic PLC Meetings - Teachers begin developing common assessments in PLCs.	No	0	0
2	2.1	Academic PLC Meetings - ELA staff will define essential skills and understandings to drive their common assessments and definitions of mastery.	Yes	4000	19800
2	2.2	Academic PLC Meetings - ELA staff will continue to refine their common assessments to provide data pointing toward student achievement progress.	Yes	0	0
2	2.3	Curriculum Development - OCSA will adopt a state-approved EL curriculum and teaching materials.	Yes	33000	33000
2	2.4	Establish an English Learner Advisory Committee (ELAC) to improve family engagement and	Yes	0	0

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)
		gather more data on the needs of English Learners.			
3	3.1	Staff a drop-in Serenity Center	No	36000	36000
3	3.2	Expand use of MTSS Tier 1 Interventions	No	0	0
4	4.1	Provide student-led culture-building programming for all new students at the start of the school year	Yes	30000	21000
4	4.2	Provide student-led culture-building programming for all 9th graders during the fall semester	Yes	12000	14000
4	4.3	Hire student supervisors to support appropriate behavior in the DMS building	Yes	42200	36000
4	4.4	Present information about healthy relationships, bullying, and sexual harrassment in health classes	Yes	8200	5000
5	5.1	Timely communication of absences	No	57000	65000
5	5.2	Student Attendance Review Team (SART) Meetings	No	0	0
5	5.3	Formalize Office Hours as an opportunity for students to make up missed instruction due to absences.	No	2020	0
6	6.1	Professional Development - Support OCSA conservatory teachers in the acquisition of a professional clear CTE credential	No	180000	120000

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$1,026,019	\$129,400.00	\$128,800.00	\$600.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing 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)
2	2.1	Academic PLC Meetings - ELA staff will define essential skills and understandings to drive their common assessments and definitions of mastery.	Yes	4000	19800		
2	2.2	Academic PLC Meetings - ELA staff will continue to refine their common assessments to provide data pointing toward student achievement progress.	Yes	0	0		
2	2.3	Curriculum Development - OCSA will adopt a state-approved EL curriculum and teaching materials.	Yes	33000	33000		
2	2.4	Establish an English Learner Advisory Committee (ELAC) to improve family engagement and gather more data on the needs of English Learners.	Yes	0	0		
4	4.1	Provide student-led culture-building programming for all new students at the start of the school year	Yes	30000	21000		
4	4.2	Provide student-led culture-building programming for all 9th graders during the fall semester	Yes	12000	14000		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing 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)
4	4.3	Hire student supervisors to support appropriate behavior in the DMS building	Yes	42200	36000		
4	4.4	Present information about healthy relationships, bullying, and sexual harrassment in health classes	Yes	8200	5000		

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)
\$28,453,117	\$1,026,019	0	3.606%	\$128,800.00	0.000%	0.453%	\$897,219.00	3.153%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 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 32627\(c\)\(2\)](#); 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 32627\(d\)](#).
 - 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
<ul style="list-style-type: none">• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32627\(d\)](#). 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 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32627\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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