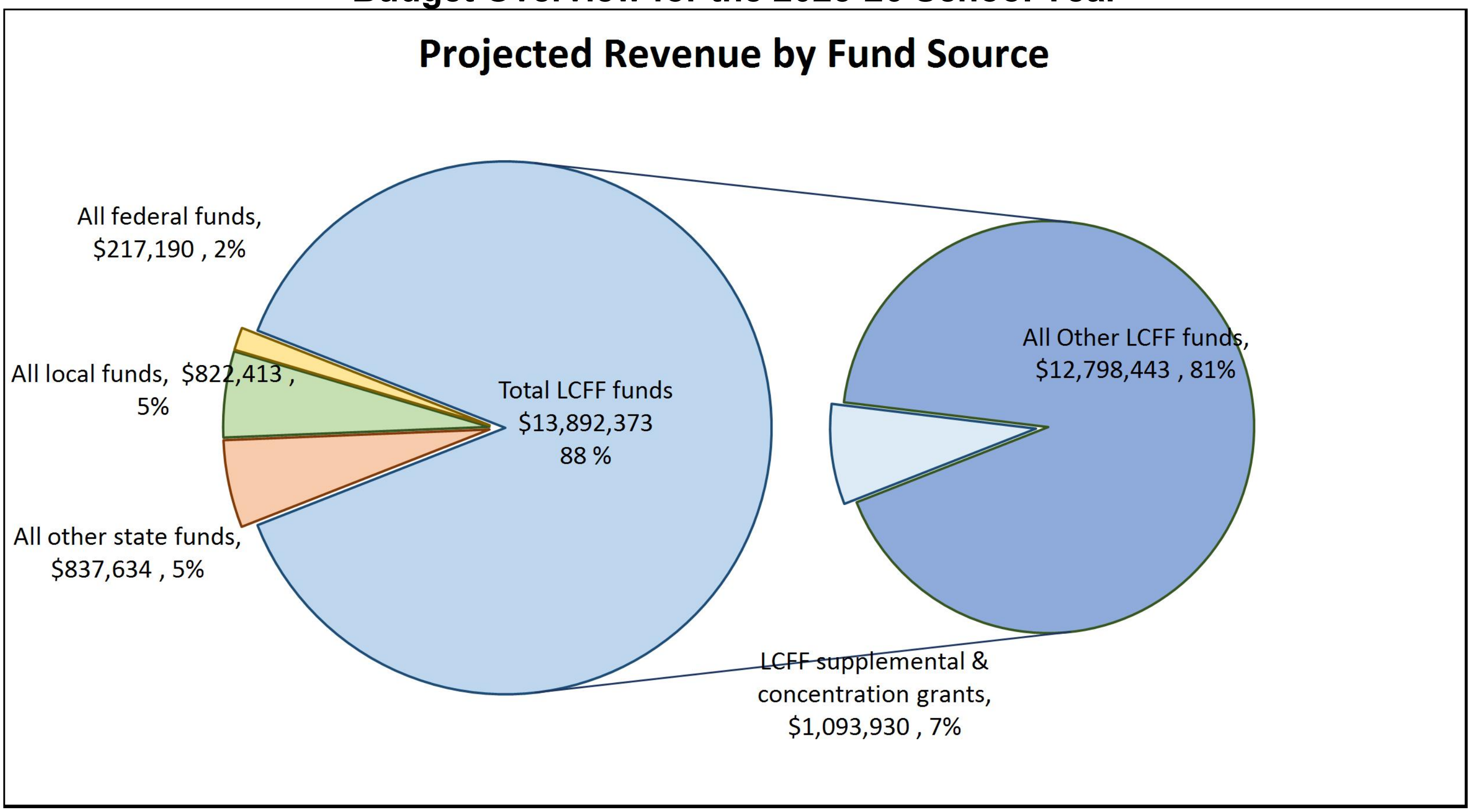
Hickman Charter District

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Hickman Community Charter District
CDS Code: 50711000000000
School Year: 2025-26
LEA contact information:
Trish Anderson
Superintendent
tanderson@hickmanschools.org
(209) 874-1816

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 2025-26 School Year

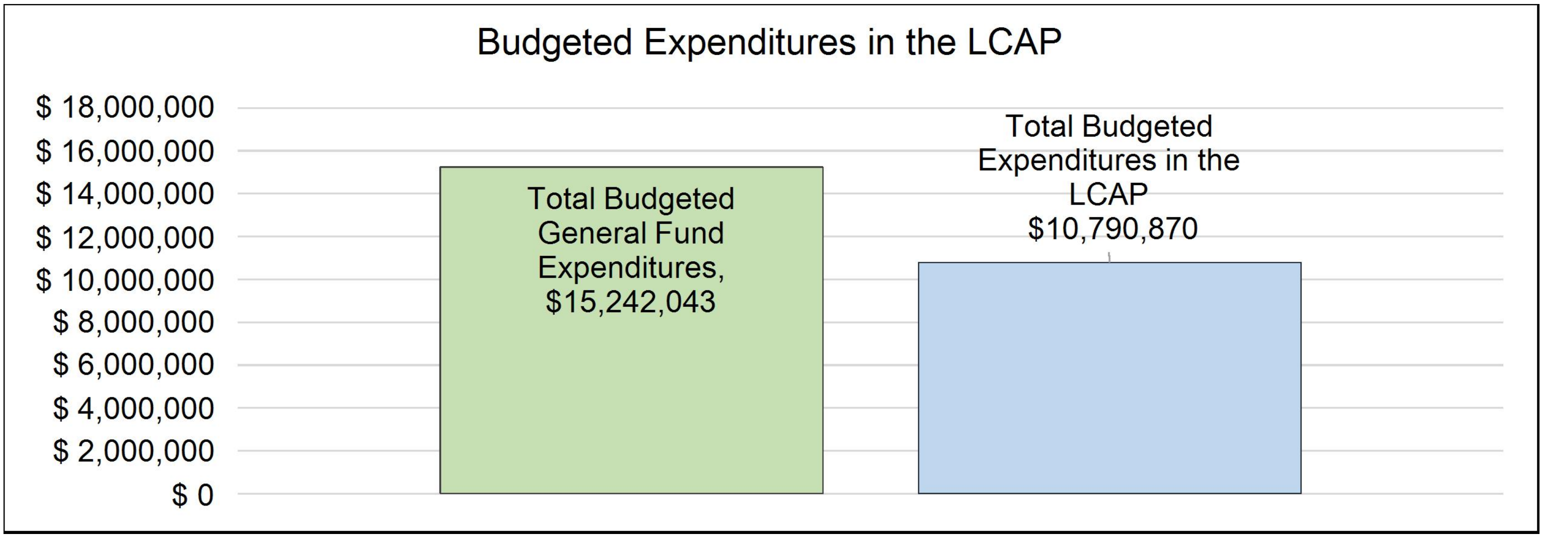


This chart shows the total general purpose revenue Hickman Community Charter District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Hickman Community Charter District is $15,769,610, of which $13,892,373 is Local Control Funding Formula (LCFF), $837,634 is other state funds, $822,413 is local funds, and $217,190 is federal funds. Of the $13,892,373 in LCFF Funds, $1,093,930 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 Hickman Community Charter District plans to spend for 2025-26. 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: Hickman Community Charter District plans to spend $15,242,043 for the 2025-26 school year. Of that amount, $10,790,870 is tied to actions/services in the LCAP and $4,451,173 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

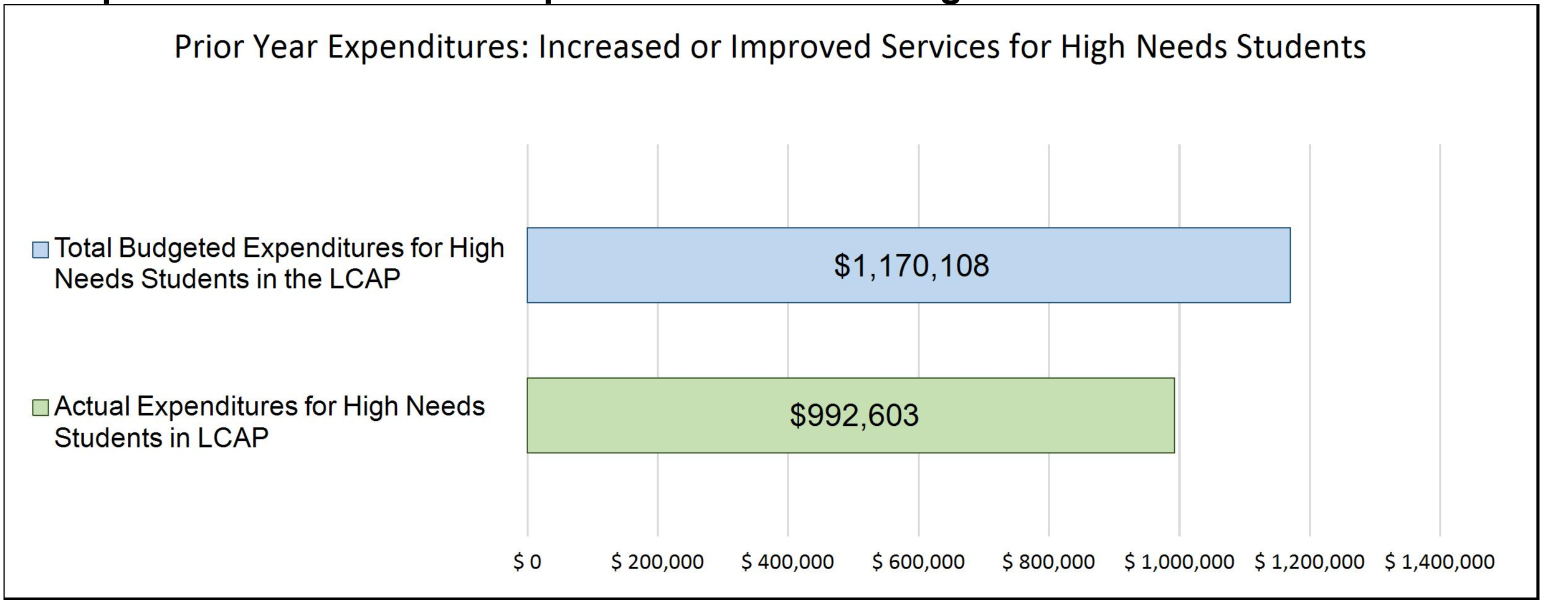
transportation, custodial supplies and salaries, some management and classified salaries, and operational costs (utilities, phones).

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Hickman Community Charter District is projecting it will receive $1,093,930 based on the enrollment of foster youth, English learner, and low-income students. Hickman Community Charter District must describe how it intends to increase or improve services for high needs students in the LCAP. Hickman Community Charter District plans to spend $1,093,930 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Hickman Community Charter District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Hickman Community Charter District 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 2024-25, Hickman Community Charter District's LCAP budgeted $1,170,108 for planned actions to increase or improve services for high needs students. Hickman Community Charter District actually spent $992,603 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $177,505 had the following impact on Hickman Community Charter District’s ability to increase or improve services for high needs students:

Hickman Community Charter District was able to expense the budgeted amount to increase or improve services for high needs students.

Hickman Charter District

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
Hickman Community Charter District	Trish Anderson Superintendent	tanderson@hickmanschools.org (209) 874-1816

Plan Summary [2025-26]

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.

Hickman Community Charter District is a three-school district located in an unincorporated portion of eastern Stanislaus County. The community is surrounded by agriculture: primarily almonds and dairy farms. We serve students from within our traditional district boundaries as well as the many families who choose us as an educational alternative to traditional public schools. Hickman Community Charter District joined the Charter world in 1994 when it sponsored a start-up school, Hickman Charter School. Hickman Charter Schools is a “university model” which blends the best of study at home with on-site classes and online programs. It was created in response to parents who were looking for high-quality individualized options for their children and teachers who recognized that the traditional system sometimes does not meet the needs of all children. After witnessing the success of the Hickman Charter School students, along with the positive power of the parent/staff collaboration, both the districts’ Elementary (K-5) and Middle School (6-8) chose to embrace the possibilities charter status could afford. Charter status empowered us to better meet the challenge of supporting the diverse needs of all students. Thus, in 2000 both schools converted to charter status. The validation of this decision to convert to charter status was evidenced when the middle school was awarded Distinguished School status in 2003 and the elementary school qualified as a Distinguished School nominee in 2004. In 2014 Hickman Charter School was also awarded Distinguished Schools status and in 2019 Hickman Elementary was awarded Distinguished School status. Since there are just 3 schools in the district, once all became charter, we became Hickman Community Charter District. The district-wide charter was renewed by the State Board of Education in 2005, 2010, 2015, and 2020. Hickman Community Charter District has a small overall percentage of low income students and English Learner students. Due to this low percentage, we are not eligible for additional concentration funding that many of our neighboring districts receive from the state of California under the Local Control Funding Formula. Our overall percentage of unduplicated (English Language Learners, Low Income and Foster Youth) is 40% or approximately 400 of our 1,100 students.

Hickman's Mission: Inspiring students to learn and grow to their potential.

Vision: Every student a responsible, productive citizen in a diverse and competitive world.

Values and Beliefs:
Success of All Students
All students can learn and they learn in different ways.
They deserve the opportunity to have instruction delivered in a way that is meaningful, relevant, and accessible to them.
The process of learning is as important as the product and requires a growth mindset.

High Expectations:
Expectations for students, parents, and staff are clearly defined, understood, and shared.
Students, parents, and staff are empowered, supported, and trained to meet those expectations.

Respect and Integrity:
Every person is valuable and deserves respect.
Communication and interaction is defined by mutual respect, trust, and support.

Teamwork:
Our organization will work collaboratively and creatively to ensure student success in a supportive environment.
Successes are recognized and celebrated.
Parent involvement in the team is an essential element of a quality educational experience.

Safety:
Schools and work sites are safe and secure for students, parents, and staff.
A safety plan is revised annually by our safety committee, and reviewed by local EMS and law enforcement for support.

Effectiveness and Efficiency:
Financial and human resources are managed effectively, and prioritized to meet the goals and expectations of the organization.

Continuous Improvement:
Staff, parents, and students collaboratively evaluate progress using multiple reliable measures, and make changes when needed.

Reflections: Annual Performance

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

Hickman Community Charter District is hard at work building strong and contributing citizens. Our programs plentiful and diverse. They are all well participated in by students and well attended by our educational partners. We have worked with the COE on a campaign titled "Every Day Counts" to encourage improvement in attendance. It has helped significantly and our attendance is 98.8%. We are proud of our work in the classroom and have even added an enrichment teacher at the campus school to support 3 - 8th grade. We most recently added an additional day to our reading specialists contract to bring her to a FTE to support our youngest struggling readers K-2. Our SBAC testing data shows that our youngest students who were greatly affected by the school closures during the pandemic are now testing age, and are clearly behind where they should be, which is evident in a slight decline in both ELA and Math Although we do anticipated a decline for a few years as we support our youngest learners to get them back on target. Our Elementary School earned the 2025 CA Distinguished School Award again for the movement we made in our Hispanic population as well as our Students with Disabilities.

Campus Programs (HES and HMS)
Both campus schools have seen a slight increase in attendance percentages, so we are able to address learning loss in a much more strategic way when students are present. We continue to work on special enrichment programs such as STEAM, Music, Drama, and Choir. We have also added Art classes as a means to entice students to come to school daily. We are making progress in ELA and Mathematics in some grade levels as indicated on the CA dashboard, but it is a slow recovery process. Even with our decline in scores we continue to out perform most of the schools in our county taking the highest scoring school in 6, 7, 8th grade in ELA and in 6th and 8th in Math.

Non-Classroom Based Program (HCS). Students perform extremely well on the SBAC, however we do not meet the 95% participation rate, so students who do not test are given the lowest score, which gives an unfair picture of the performance of the students who do take the test. When looking at individual scores we can see that they are testing strong. We put great effort into recruiting families to come and test, but still many opt out.

Successes:
Academics: Our students significantly outperformed both county and state on the 2024 Smarter Balanced Summative Assessments in both ELA and Math. In ELA, more students met or exceeded the standard than their counterparts in Stanislaus County. Even more telling is that we are one of few schools in the county who are not in differentiated assistance. Students also scored higher than the national averages on our local assessment (MAP) in Math, Language, and Reading. Our strength is our ability to communicate with families.

Climate:
Our student survey was given to our 5th-grade and 8th-grade students. Overwhelmingly, 93.5% of our students have a strong belief that if they work hard, they will become better students. 66% of the students have definitive plans to pursue higher education or trade school after high school while 32% of the students are considering post-secondary education. 97% of the students believe their teachers have high expectations for them to succeed and 79% of our students are proud of their school (21% had no opinion on this matter). 81% of our students assuredly feel safe at school while 9% of the students had no opinion on this point. Finally, suspensions were considerably lower this year than previous years. The systems we put in place seem to be working well. We continue to focus on social emotional well being with students by increasing our counselor time. We have also partnered with UOP on a grant that supports aspiring school psychologist and mental health

technicians which enables us to have interns on our campus working with kids throughout the year, adding more support to our socially emotionally challenged students. We are optimistic.

Communication:
Our communication reach with ParentSquare is always between 99% and 100% throughout the year. It is well used by all staff including district leaders, site leaders, teachers, counselors and coaches. At HES/HMS have continued their drive to bring back our many community volunteers, and are nearly at full capacity in this area. We continue work on equity and understanding different cultures so we can be culturally aware and create a welcoming environment to welcome all families in the community.
HCS has created a focus on parent educator's training. Our non classroom based programs are taught in the homes of families and parents become the educators. By using credentialed Education Coordinators we are able to work with each individual family and provide the parents the training and resources to be master educators in their own space. Working specifically on topics and concepts they find difficult to teach.

Hickman Community Charter has unexpended Learning Recovery Emergency Block Grant (LREBG) funds. Goal 2 Actions 2.2 will be funded by LREBG. This action aligns with the LREBG allowable uses of funds by improving school conditions and student engagement through enrichment in The Arts, Technology, STEAM, and Physical Education, along with continued funding for school nurses to support wellness. These efforts address needs identified in the LREBG assessment by reducing chronic absenteeism, supporting student health, and providing engaging academic opportunities that strengthen student success.

Reflections: Technical Assistance

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

Hickman is not under Technical Assistance.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

We do not have any schools in the district which have been assigned 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.

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	LCAP developers had regular attendance at faculty meetings throughout the year working with faculty, gaining valuable input in areas of need. Evaluating what the programs supported through the LCAP and determining their effectiveness for continued improvement.
District level and site level management	All district and site administration met monthly with the superintendent to discuss any programs that were no longer deemed effective or barriers that still existed and how we could remove the barriers. We also celebrated the programs that were working well and processes to continue such programs.
Other School Personnel and Parents	Superintendent held regular "town-hall" type meetings that were open to all school personnel and parents. These meetings were held four times in the year rotating from morning to evening and in-person and virtual in an attempt to meet everyones scheduling needs. These meetings are very poorly attended. While I work to understand why partners are not interested in attending, i receive feedback that they trust the decisions that are being made and feel that their students are being fully supported at school.
Students	Principals, directors and the superintendent met with student groups throughout the year as well as collected data through student surveys to gain input from students. The Superintendent holds an "Open-door Policy" for all students. They are encouraged to come and share concerns or needs at anytime of the school day.
Hickman Association of Teachers -	The Superintendent and the CBO met with the HAT board each month to review input that they had gathered at their unit meetings.

Educational Partner(s)	Process for Engagement
SELPA	Hickman Administration met with Matt Devins, SELPA Director bi-annually to discuss needs of the district in supporting students with special disabilities.
DELAC	Hickman's ELPAC coordinator held quarterly DELAC meetings to gain input from our DELAC members and shared the results of this input at the district level input meetings.

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

Large charts were made with each goal on the chart. Educational partners were each given a one-page recap of the LCAP in an effort to make it more understandable and engage non-educational individuals. All partners were encouraged to travel around the room and write a need on each chart that fell under that specific goal. We continue to bring these charts back for further work to identify and evaluate needs. We worked to determine which programs were within our budget and how we might provide that support going forward. After analyzing the collected feedback it was determined that our educational partners felt that our EL students needed more support in intervention to help build foundational skills in language development that were lost during school closures, which we address in Goal 1, action 3. Parents and staff felt our webpage was in need of a facelift so that parents would have easier access to school activities and could engage and support their students better, which we will address in Goal 3, Action 2. It was also discovered that staff requested training to support students with disabilities, so in Goal 1 Action 1 we are focusing on UDL professional development.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Ensure Hickman students are college-and-career-ready by creating learning environments that support and challenge all students at their level, using curriculum that aligns with state standards.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed through feedback from all partners. Results of data collected shows that all educational partners make student success a number one priority in our educational process. By ensuring that all students are college and career ready, we know they will find continued success. It was also determined that we should work to meet ALL students at their level to provide supports as needed. Many students have varying needs and not all students learn the same.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	SBAC Scores Math ELA CAST Source: California Dashboard	Our baseline scores on the 22-23 SBAC are as follows: ELA 52.16% Met or exceeded the standard Math 38.16% Met or exceeded the standard CAST: 40.69% Met or exceeded the standard	Our Scores on the 23-24 SBAC are as follows: ELA 49.51% Met or Exceeded the standard Math 34.91% Met or Exceeded the standard CAST 30.70% Met or Exceeded the standard		ELA 60.00% Met or exceeded the standard Math 45.00% Met or exceeded the standard CAST: 45.00% Met or exceeded the standard	ELA: decrease of 2.65% Math: decrease of 3.25% CAST: decrease of 9.99%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Implementation of Academic Content and Performance standards, including ELD Source: Local Indicator Tool (Priority 2)	Academic Standards 22-23: (Averages) Professional Learning - 4 Aligned Instructional Materials - 5 Implementing Policies - 5 Progress Implementing - 4 Support for Teachers and Admin - 5	Academic Standards 23-24: (Averages) Professional Learning - 5 Aligned Instructional Materials - 5 Implementing Policies - 5 Progress Implementing - 4 Support for Teachers and Admin - 5		Academic Standards: (Averages) Professional Learning - 5 Aligned Instructional Materials - 5 Implementing Policies - 5 Progress Implementing - 5 Support for Teachers and Admin - 5	Academic Standards: (Averages) Professional Learning - Same Aligned Instructional Materials - Same Implementing Policies - Same Progress Implementing - Increased Support for Teachers and Admin - Same
1.3	English Learner Progress Indicator Source: California School Dashboard	English Learner Progress Indicator 2023: Progressed 1 ELPI Level: 53.1% Maintained ELPI Level: 6.1% Maintained Lower ELPI Levels: 26.5% Decreased ELPI Level: 14.3%	English Learner Progress Indicator 2024: Progressed 1 ELPI Level: 43.2% Maintained ELPI Level: 2.3% Maintained Lower ELPI Levels: 38.6% Decreased ELPI Level: 15.9%		English Learner Progress Indicator: Progressed 1 ELPI Level: 65% Maintained ELPI Level: 5% Maintained Lower ELPI Levels: 20% Decreased ELPI Level: 10%	English Learner Progress Indicator 2024: Progressed 1 ELPI Level: Decreased by 9.9% Maintained ELPI Level: Decreased by 3.8% Maintained Lower ELPI Levels: Increased by 12.1% Decreased ELPI Level: Increased by 1.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Access to Curriculum-aligned Instructional Material Source Local Indicator Tool (Priority 1)	LCFF Priority 1 - 23-24 Students without Access to Instructional Material - 0	LCFF Priority 1 - 24-25 Students without Access to Instructional Material - 0		Students without Access to Instructional Material - 0	Remained the same
1.5	EL Reclassification Rate Source: Locally approved Reclassification Process and the California Dashboard	Percentage of RFEP Students - 22-23 - 19%	Percentage of RFEP Students - 23-24 - 21%		Percent of RFEP Students - 25%	Increased by 2%
1.6	Implementation of Academic Content and Performance standards, including ELD Source: Local Indicator Tool (Priority 2)	Percentage of appropriately assigned teachers: 79.1%	Percentage of appropriately assigned teachers: 100%		Percentage of appropriately assigned teachers: 100%	20.8% increase in the percentage of teachers appropriately assigned

Goal Analysis [2024-25]

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

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

All actions in Goal 1 were implemented.

Action 1.1 - Develop Exceptional Learning Environment - Professional development sessions for educators have been conducted focusing on UDL principles, emphasizing the importance of offering multiple means of engagement, representation, and expression. Teachers are now incorporating UDL strategies into their lesson plans. Ongoing support has been provided to educators to ensure that they are able to identify and implement flexible teaching practices and interventions to address the needs of diverse learners. A wide array of supplemental resources has been made available, including visual aids, digital tools, and language supports, to ensure equitable access for EL students, SED students, and students with disabilities.

Action 1.2 - Provide High Quality Staff - Teachers have utilized data from ongoing formative and summative assessments to tailor interventions and track student progress, ensuring that instructional strategies are responsive to individual learning barriers.

Action 1.3 - Provide Support to our Language Learners - Targeted intervention programs for EL Students have been implemented, providing additional instructional support through after-school programs, push-in services, and differentiated small-group instruction.

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

There was no material difference between budgeted and planned expenditures for actions in Goal 1.

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

Overall, the Actions in Goal 1 were effective.

Action 1.1 - Develop Exceptional Learning Environment – Although we saw a decrease across all academic indicators this action was still found to be effective. It takes time for the professional learning of staff and the shifts in instructional practices to impact student achievement. All students continued to have full access to instructional materials to support their learning.

Action 1.2 - Provide High Quality Staff – We have continued to be highly effective in developing, recruiting, and retaining staff. 100% of our teachers are now appropriately assigned.

Action 1.3 - Provide Support to our Language Learners – We were effective in providing support to our language learners. Although we did see a decrease in our progress of our language learners, New strategies take time to show results..

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

There are no changes to the Goal, Metrics, or actions in Goal 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	Develop Exceptional Learning Environments	Deliver relevant and engaging instruction in all contents that develop and practice 21st Century Skills Eliminate learning barriers by providing PD and support in UDL(Universal Design Learning), Intervention strategies, as well as any new curriculum or support materials/programs we develop, assuring that we are able to make connections and understand the barriers that affect our SED, EL, Foster Youth, and Students with Disabilities so that they have access to the common core academic standards. Assure that we have adequate instructional material so that our Unduplicated students all have full access to their own materials.	$675,699.00	Yes
1.2	Provide High Quality Staff	Recruit, develop, and retain strong educators and support staff in all classifications; Certificated, Classified, and Administration. Provide relevant Professional Development that empowers our educators to break barriers and allow students to meet their highest levels of achievement. Build and retain support staff that guarantees the implementation of of actions, programs, and services in our LCAP which guarantees appropriately credentialed teachers are placed in the correct assignments.	$8,985,343.00	No
1.3	Provide support to our language learners.	Support our English Learners in their quest of becoming fluent multilingual students. Mastering the English language while maintaining strength in their native language.	$71,406.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Enhance Student Achievement through a Safe and Stimulating Learning Environment, centered on cultivating a secure, well-maintained learning facility that encourages creativity and innovation among students. We are committed to providing a holistic approach that prioritizes not only students but also staff and parents.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed by data evidenced in our Healthy Kids Survey, our school based student survey as well as town hall meetings, parent surveys, faculty meetings and staff surveys. Students, parents, and staff have a strong belief that if students do not feel emotionally and physicall safe on a school campus that it creates a difficult barrier to educate even the most enthusiastic student, but more so, our at promise student really suffer in unsafe environments.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Suspension Rate Source: Ca School Dashboard	Suspension Rates 2023 Suspension Rate All: 1.2% suspended at least 1 day - Level Green Suspension Rate EL: 3.6% suspended at least 1 day - Level Orange	Suspension Rates 2024 Suspension Rate All: 1% suspended at least 1 day - Level Green Suspension Rate EL: 0% suspended		Suspension Rate: 1% suspended at least 1 day - Level Green or higher Suspension Rate EL: 1% suspended at least 1 day - Level Green or higher	Suspension Rate All: Decreased by 0.2% Suspension Rate EL: Decreased by 3.6% Suspension Rate SWD: Increased by 0.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Suspension Rate SWD: 2.8% suspended at least 1 day - Level Orange Suspension Rate SED: 1.8% suspended at least 1 day - Level Green	at least 1 day - Level Blue Suspension Rate SWD: 3.5% suspended at least 1 day - Level Orange Suspension Rate SED: 1.2% suspended at least 1 day - Level Green		Suspension Rate SWD: 1% suspended at least 1 day - Level Green or higher Suspension Rate SED: 1% suspended at least 1 day - Level Green or higher	Suspension Rate SED: Decreased by 0.6%
2.2	Student emotional safety and connectedness Source: Healthy Kids Survey	2024-25 Healthy Kids Survey Results: 63% of students reported they felt connected to school 71% of students reported they felt safe at school.	2024-25 Healthy Kids Survey Results: 63% of students reported they felt connected to school 71% of students reported they felt safe at school.		98% of students will feel connected to school and emotionally well.	Baseline Set for 24-25: 2024-25 Healthy Kids Survey Results: 63% of students reported they felt connected to school 71% of students reported they felt safe at school.
2.3	Biannual Student Survey	During the 23-24 school year a student survey was used in lieu of the Healthy kid survey 95% of our students feel connected to school and emotionally well.	We used the Healthy Kids Survey this year, and will go back to this survey for the 25-26 School Year.		98% of students will feel connected to school and emotionally well.	No data to compare
2.4	Parents who feel their families have a positive	23-24 Annual Parent Survey:	24-25 Annual Parent Survey:		95% of parents surveyed will	We increased by 3% the amount of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	school connectedness with adequate support, with emphasis on parents of SED, SWD, and EI students. Source: Annual Parent Survey	90% of parents surveyed indicate they feel connected to school, are satisfied with home to school communication and support.	93% of parents surveyed indicate they feel connected to school, are satisfied with home to school communication and support.		indicate students feel connected to school, are satisfied home school communication.	parents who feel connected and are satisfied with home to school communications and support.
2.5	Facilities Condition (LCFF Priority 1) Source: Local Indicator Tool	2023-24 Local Indicators Reflection tool: All Facilities in good repair. Broad Course of Study - Standard Met	2024-25 Local Indicators Reflection tool: All Facilities in good repair. Broad Course of Study - Standard Met		All Facilities in good repair. Broad Course of Study - Standard Met	Remained the same
2.6	Staff Safety and Connectedness Source: Annual Staff Survey	24-25 Staff Safety and Connectedness: 93 % of staff felt safe at school. 95% of staff felt connected to school.	24-25 Staff Safety and Connectedness: 93 % of staff felt safe at school. 95% of staff felt connected to school.		95% of staff surveyed will indicate they feel connected to school and safe.	24-25 Baseline set: Staff Safety and Connectedness: 93 % of staff felt safe at school. 95% of staff felt connected to school.
2.7	Broad Course of study including programs that include Students with Disabilities, Socially economically disadvantaged students, and English learners.	2023-24 Local Indicator Reflection Tool Broad Courses of Study - Standard Met	2024-25 Local Indicator Reflection Tool Broad Courses of Study - Standard Met		Broad Courses of Study - Standard Met	Remained the same

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Local Indicator Tool					
2.8	Physical Fitness Testing - Participation Rate Source: Local Data	24-25 - Participation Rate 98%	24-25 - Participation Rate 98%		Participation Rate: 100%	We set our baseline: 98% Participation Rate

Goal Analysis [2024-25]

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

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

All actions in Goal 2 were implemented.

Action 2.1 -Build and Support Strong Relationships and Positive School Climate - We have used many different avenues to create caring, safe and welcoming school environments that support student needs, high expectations, responsibility, independence, and social emotional skills. Examples of things students were encouraged to participate in included; Sports Program, and improved sports facility and transportation. Family nights - Including academic and fun activities for all students. Increased our Club offerings, so more students will feel connected. We upgrade facilities so that all safety issues are addressed.
We fully maintain counselors, school psychologists, and administrators who provided guidance and lessons to at-risk-students.

Action 2.2 - Engage Students With Equity and Purpose - The middle school worked to develop a master schedule to increase student opportunities for interaction, communication in a positive school environment resulting in increased attendance. We partnered with the COE to provide CTE opportunities for students at the Career Inspiration Center.
We continue to upgrade our Music program by adding more instruments for our UPP, so that ability to own an instrument is not a barrier to participation. Provided a multitude of enrichment opportunities through: The Arts, Technology, Physical education, STEAM Learning models, and electives.
We continue to provide for student health and wellness through a full time Registered Nurse on campus daily.

Action 2.3 - Create and Maintain Safe Environments at All Facilities - Our MOT department works closely with administration and the board in order to continuously review and maintain existing structures for safety, efficiency, and aesthetics.
We continue to follow and update our facilities plan regarding maintenance, repair, and cleanliness. We also added two new classrooms this year for our TK students.
We continue to review our transportation system to keep vehicles in good repair and efficiently operating.

Action 2.4 - Maintain support in counseling services for students with social emotional needs - Evaluation of our SEL programs showed that we were not meeting the needs of all of our students, and therefore the 2025-26 school year will see a revamp of that system. We are now going to partner with Center for Human Services for Counselors and a clinician.

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

There was no material difference between budgeted and planned expenditures for actions in Goal 2.

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

Overall, the Actions in Goal 2 were effective.

Action 2.1 -Build and Support Strong Relationships and Positive School Climate - Our attendance has improved drastically and we believe that this has been a direct result of this action.
Action 2.2 - Engage Students With Equity and Purpose - We continue to explore areas to widen our offerings for our junior high students. For 25-26 we are bringing on a Student Services Director to meet kids where they are, and make sure they have access to all programs they need.
Action 2.3 - Create and Maintain Safe Environments at All Facilities - We Continue to make progress towards this goal, however we did not give the same survey this year. But we have a baseline for next year now.
Action 2.4 - Maintain support in counseling services for students with social emotional needs - We needed more support in this area according to our data, which includes Suspension rate, Student Survey, and Parent Survey. We are moving to a new program for 25-26 and will offer more counseling and a clinician for our 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.

Metrics, or actions in Goal 2.Metrics 2.2, 2.6, and 2.8 have been updated with baseline data.
Action 2.1 has been updated to include LREBG funding and rationale.

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	Build and Support Strong Relationships and Positive School Climate	Create caring, safe and welcoming school environments that support student needs, high expectations, responsibility, independence, and social-emotional skills. Maintain counselors, school psychologists, and administrators who provide guidance lessons to at-risk-students.	$396,168.00	Yes
2.2	Engage Students With Equity and Purpose	Develop programs and master schedules to increase student opportunities for interaction, communication in a positive school environment resulting in increased attendance. Provide a multitude of enrichment opportunities through: The Arts, Technology, Physical education, STEAM Learning models, and electives. Continue to provide for student health and wellness through our nurses. Learning Recovery Emergency Block grant funds will be used for this action. Research shows that enrichment programs and school-based health services boost engagement, improve attendance, and support overall student success. Metrics: 3.2 and 3.3 Toral LREBG = $325,323	$457,254.00	Yes
2.3	Create and Maintain Safe Environments at All Facilities	Review and maintain existing structures for safety, efficiency, and aesthetics Continue with our facilities plan regarding maintenance, repair, and cleanliness. Continue reviewing our transportation system to keep vehicles in good repair and efficiently operating	$60,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Maintain support in counseling services for students with social emotional needs	Evaluating our SEL programs, develop a district wide screening tool, provide continuing support to those pupils identified through our counseling services.	$60,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Hickman Community Charter District will foster student, family, and community engagement to create collaborative educational partnerships that benefit every student.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Through town hall meetings and parent surveys, parents still feel a disconnect with school after the school closures. All educational partners believe that family and community engagement is key to student sucess.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parents feel supported with academics and their input is valued Source:Annual Parent Surveys	24-25 Parent Survey: 90% of our parents reported that they feel supported with academic programs that their children participate in. 93% of our parents reported that they feel that their input is valued.	24-25 Parent Survey: 90% of our parents reported that they feel supported with academic programs that their children participate in. 93% of our parents reported that they feel that their input is valued.		95 % of parents surveyed indicated families feel connected to school and are satisfied with home to school communication. 95% feel their input is valued by their school and the district as a whole.	We established Baseline data this year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Attendance Rate Source: Attendance Reports in Powerschool	2023-24 Powerschool attendance Rate 96.7% ADA	2024-25 Powerschool attendance Rate 98% ADA		98% ADA	Overall we improved our attendance rate by 1.3%
3.3	Chronic Absenteeism Source: Ca School Dashboard	2022-23 California Dashboard Chronically Absent - All: 5.6% Level Green Chronically Absent - SWD: 10.6% Level Yellow Chronically Absent - SED: 7.6% Level Green Chronically Absent - EL: 8.5% Level Green	2023-24 California Dashboard Chronically Absent - All: 4.2% Level Green Chronically Absent - SWD: 7.8% Level Yellow Chronically Absent - SED: 5.6% Level Green Chronically Absent - EL: 12% Level Orange		Chronically Absent - All: 4% Level Green Chronically Absent - SWD: 6% Level Yellow Chronically Absent - SED: 6% Level Green Chronically Absent - EL: 6% Level Green	2023-24 California Dashboard Chronically Absent - All: Decreased by 1.4% Chronically Absent - SWD: Decreased by 2.8% Chronically Absent - SED: Decreased by 2% Chronically Absent - EL: Increased by 3.5%
3.4	Middle School Drop-out Rate Source: Powerschool Enrollment data	Middle School Students who drop out - 0%	Middle School Students who drop out - 0%		Middle School Students who drop out - 0%	Remained 0%
3.5	Expulsion Rate Source: PowerSchool Discipline Data	Expulsion Rate - 23-24: 0%	Expulsion Rate - 24-25: 0%		Expulsion Rate: 0%	Remained 0%

Goal Analysis [2024-25]

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.

3.1 - Establish and Maintain Partners in Education Provided parent training to increase their skills as partners in education through our Back to school Programs, Middle School Jump Start, aTK and Kindergarten Screenings, as well as Math and Science nights. This year we fully implemented an outreach program to inform families of the many opportunities for parents to volunteer and participate in leadership roles at schools.

3.2 - Provide Regular and Interactive Communication to Our Partners - Maintain online communication platforms, by building a brand new webpage geared to a much more user friendly atmosphere for the district and all 3 school websites and social media access to inform and communicate with parents.
Provided translation and interpretation services and support for our students who have language barriers, through our EL Liaison. We are also in the process of switching our SIS to AERIES. This is the same software that the the HIgh school we feed into uses, hoping to bring commonality and ease of use for parents among the two districts.

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

There were no material difference between budgeted and planned expenditures for actions in Goal 3.

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

Overall, the Actions in Goal 3 were effective.

3.1 - Establish and Maintain Partners in Education - We have hosted many parent workshops for parents to give them the valuable tools to be able to support their students. Parents have shared that this makes them feel more equipt and valuable in the areas of supporting their students with school things.

3.2 - Provide Regular and Interactive Communication to Our Partners - This action item is a work in progress. We will be staring the 25-26 school year with a new web page and Student information system. Next years Parent Survey will evaluate these two systems and we can check for effectiveness at that point.

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.

Metric 3.1 has been updated to include baseline data.

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	Establish and Maintain Partners in Education	Provide parent training to increase their skills as partners in education. Maintain opportunities for parents to volunteer and participate in leadership roles at schools.	$40,000.00	Yes
3.2	Provide Regular and Interactive Communication to Our Partners	Maintain online communication platforms, district/school websites and social media access to inform and communicate with parents. Provide translation and interpretation services and support for our students who have language barriers	$45,000.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,093,930	$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.609%	0.000%	$0.00	8.609%

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
1.1	**Action:** Develop Exceptional Learning Environments **Need:** Based on the Dashboard our UPP continue to perform below our other student groups. Assure that all students have environments that are rigorous, relevant, and responsive. **Scope:**	By developing learning environments that that give all students access to the curriculum and core instruction through UDL, we can meet every student at their level. This action address the needs of our unduplicated student groups while also providing exceptional learning environments for all students, this is why it is being provided LEA-wide.	1.1 SBAC Scores 1.2 Implementation of Academic Content and Performance Standards including ELD 1.3 English Learner Progress Indicator 1.4 access to Curriculum-aligned Instructional Material

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		
2.1	**Action:** Build and Support Strong Relationships and Positive School Climate **Need:** Based on the Dashboard Data, our UPP continue to struggle social emotionally, behaviorally and academically since the school closures. **Scope:** LEA-wide	Students need support with Positive behavior systems, as well as social emotional support, coupled with academic intervention to build a complete MTSS to support the needs of our English Learners,low income, and Foster Youth. By increasing our counseling time, intervention time, and working to develop an SEL screening tool, will allow us to continue to identify and support our students who struggle. This is an LEA-wide action because all schools need a robust MTSS in place.	2.1 Suspension Rate 2.2 Student Emotional Safety and Connectedness 2.3 Biannual Student Survey 2.4 Parents who feel their families have a positive school connectedness, with adequate support with emphasis on parent of SED, SWD, and EL students
2.2	**Action:** Engage Students With Equity and Purpose **Need:** Based on Dashboard data our UPP perform lower than their peers, therefore we must assure our Unduplicated Students are provided with what they need to have equal access to the core curriculum as the peers do. We also have to provide access to greater opportunities for these students through a broad course of study, including CTE, Technology, and The Arts. **Scope:** LEA-wide	This action will identify each student's individual need and allow us to develop systems to support these needs and remove barriers so that Unduplicated students have equal access. We will also build on our class offerings through a restructuring of our Master Schedule to offer a broad course of study to our UPP. This is an LEA-wide action because all schools have students that have barriers to learning.	2.1 Suspension Rate 2.2 Student Emotional Safety and Connectedness 2.3 Biannual Student Survey 2.4 Parents who feel their families have a positive school connectedness, with adequate support with emphasis on parent of SED, SWD, and EL students
2.3	**Action:** Create and Maintain Safe Environments at All Facilities	Maintaining safe environments, and well maintained, state of the art facilities allow our UPP and staff to feel safe in their environment so they	2.5 Facilities Condition (LCFF Priority 1) 2.6 Staff

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
	Need: Based on staff and Students surveys, everyone needs to be (and feel) safe at school. **Scope:** LEA-wide	can focus on learning. This is an LEA-wide action because all schools need to be well maintained and safe for all students.	Safety and Connectedness
2.4	**Action:** Maintain support in counseling services for students with social emotional needs **Need:** Through data collected at SART meetings, SEL screeners, and student surveys many students do not have access to counseling services at home. **Scope:** LEA-wide	By providing social emotional support to our UPP at school, not only supports them at school, but also allows us to help whole families find outside services that may be available to them. All students will benefit from emotional support services, which is why we are offering this LEA-wide.	2.1 Suspension Rate 2.2 Student Emotional Safety and Connectedness 2.3 Biannual Student Survey 2.4 Parents who feel their families have a positive school connectedness, with adequate support with emphasis on parent of SED, SWD, and EL students
3.1	**Action:** Establish and Maintain Partners in Education **Need:** We are a small rural LEA data gathered from parent and staff surveys, community and parental support are vital to our success and that of our students. The CA School Dashboard show that our Unduplicated Pupils are more chronically absent than that of their peers.	In order to offer special programs such as athletics, science fairs, spelling bees, drama productions, etc. We rely on the support of our educational partners plan and staff these events. When an Unduplicated student's family is connected to the school in a positive way, the students tend to thrive. All students will benefit from special programs, and as a small school where campuses are combined we are offering this LEA-wide.	3.1 Parents feel supported with academics and their input is valued 3.2 attendance Rate 3.3 Chronic Absenteeism

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
	Scope: LEA-wide		
3.2	**Action:** Provide Regular and Interactive Communication to Our Partners **Need:** Parent Surveys show that parents need easily accessible school information in order to support their students. Our Students with Disabilities need school connectedness when they are absent from school to assist with re-engagement according to the CA School Dashboard data. **Scope:** LEA-wide	By restructuring our website and continuing to utilize Parent Square and Google Classroom, we will increase our interactions with families of Unduplicated Students to increase their involvement on all of our campuses. All student will benefit from having better access to school information and this is why this is an LEA-Wide action because the Website is a district site with branches off for each school. Parent square is also used district wide and strongly utilized by all students.	3.1 Parents feel supported with academics and their input is valued

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:** Provide support to our language learners. **Need:** Based on SBAC data, our EL students need support with mastering the English language so that they can access the core curriculum as	By increasing our support staff that work with our English learners, each student will receive additional supports, as well as bilingual liaisons that can meet with our EL families and help them find services that will also help them become more fluent in English and more connected to school. We continue to improve our reclassification rate,	1.1SBAC Scores, 1.2Implementation of Academic COntent and Performance Standards including ELD, 1.3 English Learner Progress Indicator

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	their English fluent peers do. Our Dashboard data shows our ELPI progress could improve in several areas. We had 14.3% who decreased an ELPI level and we need to support those students. **Scope:** Limited to Unduplicated Student Group(s)	however we will continue to support those students to continue this improvement.	

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.

NA

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.

NA

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:35	0
Staff-to-student ratio of certificated staff providing direct services to students	1:17.5	0

2025-26 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	$12,706,764	1,093,930	8.609%	0.000%	8.609%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$8,915,544.00	$746,276.00	$940,466.00	$188,584.00	$10,790,870.00	$10,503,504.00	$287,366.00

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	Develop Exceptional Learning Environments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024 - 2027	$630,699.00	$45,000.00	$675,699.00				$675,699.00	
1	1.2	Provide High Quality Staff	All	No			All Schools	2024-2027	$8,985,343.00	$0.00	$7,821,614.00	$289,022.00	$686,123.00	$188,584.00	$8,985,343.00	
1	1.3	Provide support to our language learners.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	2024-2027	$71,406.00	$0.00	$71,406.00				$71,406.00	
2	2.1	Build and Support Strong Relationships and Positive School Climate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$308,802.00	$87,366.00	$141,825.00		$254,343.00		$396,168.00	
2	2.2	Engage Students With Equity and Purpose	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$457,254.00	$0.00		$457,254.00			$457,254.00	
2	2.3	Create and Maintain Safe Environments at All Facilities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$60,000.00	$60,000.00				$60,000.00	
2	2.4	Maintain support in counseling services for students with social emotional needs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$30,000.00	$30,000.00	$60,000.00				$60,000.00	
3	3.1	Establish and Maintain Partners in Education	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-2027	$20,000.00	$20,000.00	$40,000.00				$40,000.00	

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
			Low Income			Low Income										
3	**3.2**	Provide Regular and Interactive Communication to Our Partners	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$45,000.00	$45,000.00				$45,000.00	

2025-26 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
$12,706,764	1,093,930	8.609%	0.000%	8.609%	$1,093,930.00	0.000%	8.609 %	**Total:**	$1,093,930.00
								LEA-wide Total:	$1,022,524.00
								Limited Total:	$71,406.00
								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 (%)
1	1.1	Develop Exceptional Learning Environments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$675,699.00	
1	1.2	Provide High Quality Staff				All Schools	$7,821,614.00	
1	1.3	Provide support to our language learners.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$71,406.00	
2	2.1	Build and Support Strong Relationships and Positive School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$141,825.00	
2	2.2	Engage Students With Equity and Purpose	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.3	Create and Maintain Safe Environments at All Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$60,000.00	
2	2.4	Maintain support in counseling services for students with social emotional needs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$60,000.00	

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 (%)
3	**3.1**	Establish and Maintain Partners in Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,000.00	
3	**3.2**	Provide Regular and Interactive Communication to Our Partners	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$45,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$8,064,794.00	$7,863,561.00

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**	Develop Exceptional Learning Environments	Yes	$776,351.00	$575,118.00
1	**1.2**	Provide High Quality Staff	No	$6,694,552.00	$6,694,552.00
1	**1.3**	Provide support to our language learners.	Yes	$33,453.00	$33,453.00
2	**2.1**	Build and Support Strong Relationships and Positive School Climate	Yes	$233,949.00	$233,949.00
2	**2.2**	Engage Students With Equity and Purpose	Yes	$121,489.00	$121,489.00
2	**2.3**	Create and Maintain Safe Environments at All Facilities	No	$60,000.00	$60,000.00
2	**2.4**	Maintain support in counseling services for students with social emotional needs	Yes	$60,000.00	$60,000.00
3	**3.1**	Establish and Maintain Partners in Education	Yes	$40,000.00	$40,000.00
3	**3.2**	Provide Regular and Interactive Communication to Our Partners	Yes	$45,000.00	$45,000.00

2024-25 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)
$972,913	$1,170,108.00	$992,603.00	$177,505.00	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)
1	1.1	Develop Exceptional Learning Environments	Yes	$752,623.00	$575,118.00		
1	1.3	Provide support to our language learners.	Yes	$33,453.00	$33,453.00		
2	2.1	Build and Support Strong Relationships and Positive School Climate	Yes	$117,543.00	$117,543.00		
2	2.2	Engage Students With Equity and Purpose	Yes	$121,489.00	$121,489.00		
2	2.4	Maintain support in counseling services for students with social emotional needs	Yes	$60,000.00	$60,000.00		
3	3.1	Establish and Maintain Partners in Education	Yes	$40,000.00	$40,000.00		
3	3.2	Provide Regular and Interactive Communication to Our Partners	Yes	$45,000.00	$45,000.00		

2024-25 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)
$11,630,713	$972,913	.018	8.383%	$992,603.00	0.000%	8.534%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- LEAs may also provide information about their strategic plan, vision, etc.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

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

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

  - Identify the action as an LREBG action;

  - Include an explanation of how research supports the selected action;

  - Identify the metric(s) being used to monitor the impact of the action; and

  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

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

LCFF Carryover Table

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

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

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

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

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